



S.S. & F.M.S.

ANNUAL REPORT

ON

EDUCATION

IN THE

STRAITS SETTLEMENTS AND THE  
FEDERATED MALAY STATES

FOR THE YEAR

1938

BY

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# CONTENTS

Chapter		Page
	<b>PART I</b>	
	Preface	5
	<b>PART II</b>	
I.	Outstanding Events of the Year	24
II.	Administration and Control	25
III.	Finance	27
IV.	Primary Education—Boys	31
V.	Secondary Education—Boys	48
VI.	University and Collegiate Education	68
VII.	Training of Teachers	72
VIII.	Female Education	77
IX.	Physical and Moral Welfare	89
X.	Miscellaneous	97
	<b>GENERAL TABLES</b>	
I.	Abstract Statement of Institutions and Pupils	102
II.	Percentage of Population Enrolled in Institutions Maintained or Aided from Government Funds	105
III.A.	Scholars by School Years and Ages	108
IV.	Abstract Statement of Gross Expenditure from Government Funds	126
V.	Post Secondary Institutions and Pupils	132
VI.	Results of Public Examinations	135
VII.	Number and Qualifications of Teachers	141
VIII.	Gross Expenditure on Institutions Maintained by Government and Gross and Net Cost per Pupil	144
IX.	Gross Expenditure on Institutions Maintained by Private Agencies and Aided from Government Funds	150
X.	Fees, Rules Governing Exemptions and Scholarships	156
XI.	The Law of Nationality and Race	162
		163



## APPENDICES

	<i>Page</i>
I. Table of English Schools and Pupils under Government Supervision ... ..	168
II. Pupils in Government and Aided English Schools by Race ... ..	169
III. Teachers in Government and Aided English Schools by Race ... ..	170
IV. Teachers in Government and Aided English Schools by Nationality ... ..	171
V. Qualifications of Teachers in Government and Aided English Schools ... ..	172
VI. Accommodation in Government English Schools ...	174
VII. Accommodation in Aided English Schools ...	175
VIII. Details of Staff and Grants in Aided English Schools	177
IX. Classification of Pupils in Government and Aided English Schools ... ..	181
X. Classification of Pupils and Teachers in Government Afternoon and Private English Schools ...	185
XI. Vocational Schools ... ..	190
XII. Result of University Examinations ... ..	191
XIII. Statement Showing Expenditure from Public Funds per Pupil in English Schools ... ..	194
XIV. Staff of Government Malay Schools ... ..	203
XV. Table of Malay Schools and Pupils ... ..	204
XVI. Table of Tamil Schools, Pupils and Teachers ...	205
XVII. Grants Paid to Tamil Schools ... ..	206
XVIII. Table of Chinese Schools, Pupils and Teachers ...	207
XIX. Grants paid to Chinese Schools ... ..	208
XX. Classification of Chinese Schools and Pupils ...	209
XXI. Total School Population ... ..	210
XXII. Percentage of Cost Under Various Branches of Education in S.S. and F.M.S. ... ..	212
XXIII. Private English Schools Graded as Efficient ...	214
XXIV. The Reformatory, Singapore ... ..	215

## PART I

*... in historical prospect, and a statement  
of the progress of the work. The annual report proper is  
Page 45*

### Preface

### INTRODUCTION

The *Straits Settlements* consist of four Settlements—Singapore (including the Cocos or Keeling Islands and Christmas Island); Penang (including Province Wellesley); Malacca; and Labuan.

The *Federated Malay States* consist of the States of Perak, Selangor, Negri Sembilan and Pahang.

### STRAITS SETTLEMENTS

Singapore was in the thirteenth and fourteenth centuries a Malay city of importance till it was destroyed by the Javanese about 1365. It then remained waste until 30th January, 1819 when it was founded by Sir STAMFORD RAFFLES. The original lease by the Sultan of Johore and the Dato' Temenggong was followed in 1824 by the cession in perpetuity this being accepted by the Dutch in the Treaty of Holland of the same year. The Cocos—Keeling Islands became a British possession in 1857; in 1886 they were placed under the Governor of the Straits Settlements and in 1903 they were annexed to the Straits Settlements and incorporated with the Settlement of Singapore. Christmas Island in the Indian Ocean became part of the Straits Settlements in 1889.

The island of Penang was granted to Captain FRANCIS LIGHT in 1786 by the Sultan of Kedah in consideration of protection against his enemies and was ceded in perpetuity in 1790 for an annual payment of \$6,000. In 1800 the territory now known as Province Wellesley, on the mainland opposite the island, was also ceded by Kedah for an annual payment of \$4,000.

Malacca, the largest of the Settlements, was taken from the Dutch in 1795 (who took it from the Portuguese, by whom it had been held for 130 years, in 1641), handed back in 1818, and finally taken over from them again in 1824 in exchange for the British trading station of Bencoolen in Sumatra.

The island of Labuan off the north-west coast of Borneo was ceded to Great Britain by the Sultan of Brunei in 1846 and was incorporated in the Straits Settlements in 1907. It became a separate Settlement in 1912.

### FEDERATED MALAY STATES

The first of these States to enter into relations with Great Britain was Perak. In 1818 an agreement was made between the Governor of Penang and the Sultan of Perak by which the British were allowed to trade with Perak. In 1825 the boundary of Perak and Selangor was settled by a British arbitrator, and in 1826 the island of Pangkor and the Sembilan Islands were ceded by the State of Perak for use as a base of operations against the pirates of the day. They were returned in 1935. In the same year, 1826, the Burney Treaty with Siam provided for the independence of these



two states. The policy of the British Government was one of the strictest non-intervention until 1873 when disturbances arising from the rivalry of two powerful clans of Chinese miners in the Larut district of Perak assumed such proportions that intervention could no longer be avoided. The Chinese stockades were destroyed and the State of Perak was taken under British protection. The Treaty of Pangkor, signed in 1874, provided for the maintenance of a British Resident and an Assistant Resident whose advice was to be followed in all matters other than those of religion or custom.

In Selangor, at this time, civil war was raging between rival factions of the royal house and pirates were active on the coast. The capture of a Malacca trading ship and the murder of her crew and passengers formed the subject of an enquiry by the Governor of the Straits Settlements and the result was the acceptance of British protection by the Sultan of Selangor in 1874.

Refugees from Selangor moved into the neighbouring State of Sungei Ujong whose chief, warned by the Straits Settlements Government, expelled them and thereby incurred unpopularity with the Rulers of the other small adjacent States. He sought British assistance and accepted a British Resident. One by one the other small States also accepted British administration and in 1898 a confederation called Negri Sembilan (the Nine-States) was formed under the titular headship of the Yang-di-pertuan of Sri Menanti with a single British Resident.

In 1887 a treaty was concluded with the State of Pahang, which lies on the east of the Peninsula, providing for British assistance in the event of external attack and for the appointment of a British Agent; in 1888 a British Resident was accepted.

In 1895, Perak, Selangor, Negri Sembilan and Pahang were united by a Treaty of Federation, and there is now a Federal Government with its headquarters in Kuala Lumpur in the State of Selangor.

## THE BEGINNING OF EDUCATION

In 1816 the first beginnings of English education were made in Penang by the East India Company, which established the Free School in that Settlement.

In 1823, Sir STAMFORD RAFFLES laid in Singapore the foundation-stone of the Institution that bears his name to-day. On behalf of the East India Company he endowed it with a grant of \$300 a month and a large area of valuable land, endowments dissipated as the years went by. The Institution was to have literary and moral departments for Chinese, Malays and Siamese and a scientific department for the common advantage of the several colleges that might be established. It was a fine ideal but undoubtedly it was in advance of the time and the races of Malaya were not ready for such a sudden introduction to higher education. In 1827 the Bengal Government decided to apply the grant solely to the establishment of elementary schools. Not until December, 1837, was the Institution used for its founder's purpose. At first there were English, Malay and Chinese classes. Malays, however, displayed "apathy and prejudice against receiving instruction" and the Chinese pupils fell away so that these two branches were closed. The subjects taught in the English branch were:—English, arithmetic (including book-keeping), history (which comprised outlines of ancient history, together with histories of Greece, Rome, England, and

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The value of the Straits Dollar is fixed at 2s. 4d.



India), chronology, natural history and philosophy, geometry, mensuration, trigonometry, the elements of writing and drawing. From 1871 to 1873 the building house was used for girls. In 1872 a new building was begun and was appointed as the Institution and as the first school. In 1873 a school was opened for the sons of Malay Chiefs, who, however, did not attend. In 1887 the small building was closed, which had hitherto formed part of the Institution, was closed. In 1884 the Trustees contemplated turning the Institution into "a high school for the more elementary schools which have lately increased so rapidly":—for, already, in 1879 there were six elementary English schools in the city, supported by the Government. In 1889 the Government decided to open a class for physical science and chemistry at the Institution, and classes were started for teaching the various subjects required for the Queen's Scholarships to England. Educational progress, however, led to increased expenditure. The Trustees were short of funds. A commission appointed in 1902 to enquire into the system of education in the Colony recommended that the Institution should be taken over by the Government. This was done in 1903. The Institution became purely a secondary school. Its old pride of place has been challenged by energetic younger rivals. But it still remains the chief Government English School in the Settlement and is full of vigorous life. Its history is summarised here as an epitome of the stumbles and falls and the advancement of education in Malaya. The differentiation between education in English and education in the vernacular, and between an elementary and a secondary school, the development of a curriculum fitted to local needs, the education of girls, the teaching of science, the provision of a College for the sons of Malay Chiefs, the difficulty of getting suitable masters, the question of Government support: all these are problems that have cropped up in later days.

Missionary enterprise, especially, has been responsible for the opening of many schools that have passed long since into the limbo of frustrate schemes. But this short sketch cannot deal with individual schools, Government or aided, past or present, in the Colony or the Malay States, except such as happen to be peculiarly implicated in the evolution of the educational system of Malaya.

The growth of that system may be traced broadly in (a) the gradual provision of an efficient Education Department, (b) the increasing financial encouragement given to Government and Aided Schools, mainly as a result of the representations of that Department, and (c) in the development of the curriculum of the schools, on lines of greater specialization and higher proficiency.

## 2. GROWTH OF THE EDUCATION DEPARTMENT

In 1870, shortly after the Colony came under the Colonial Office, a Select Committee of the Legislative Council was appointed to enquire into local education. It found "a great number and variety of schools in the Colony, some purely educational, others combining charity with education," "many under the control of the Roman Catholic clergy, but all, apparently, having a system of their own, unchecked, as a rule, by Government supervision." Lack of co-ordination had led to much wasted effort and the Committee recommended the appointment of a Superintendent or Director of Schools, who should reside in Singapore. So in 1872 an Inspector of Schools was appointed, whose title was changed in 1901 to that of Director of Public Instruction for the Straits Settlements. For five years this Director still did



the work of an Inspector in Singapore, having a civil servant under him as Superintendent of Education in Penang and an educational officer as sub-inspector in Malacca.

Perak, the premier State of the Federation, had an Education Department with a schoolmaster as Inspector of Schools as early as 1890. In 1897 a special Federal appointment was created that of Federal Inspector of Schools, primarily an inspecting officer with little concern in local administration.

In 1906 this Federal Inspectorship was abolished and control of education in the Straits Settlements and the Federated Malay States was vested in one officer, a civil servant, styled Director of Education (later, in the Federated Malay States) Adviser on Education. The Inspectors in the four States of the Federation remain officers in charge of State Education Departments to this day, but the new post at once secured a due measure of uniformity in administration and in educational aims. The first move by the Director was to get schoolmasters as Inspectors of Schools for Selangor and Negri Sembilan. The work in those States had hitherto been done by Cadets of the Civil Service, who were not officers of the Education Department and were being frequently transferred. The change of system created a permanent expert inspectorate, though it was not till Pahang got an Inspector in 1913 that every State in the Federation had its own local Inspector.

As the schools, English and Malay, grew in numbers and efficiency, the heavier and more specialized became the work of the administrative staff. The public became more and more keenly interested in the aims of the Department. The Malay Rulers turned to education to equip their subjects to hold their own against the educated Indian and the intellectual and energetic Chinese. Accordingly in 1916 a new post of Assistant Director in charge of Malay vernacular education in the Colony and Federated Malay States was created and given to a member of the civil service chosen for his knowledge of the Malay language and the Malay mind. This appointment led to a thorough organization of administrative machinery for the improvement of Malay education. Later a Lady Supervisor was appointed for Malay Girls' Schools; the appointment had unfortunately to be retrenched as a measure of enforced economy in 1931. In the Estimates for 1919 the insertion of another most important new post, that of a Chief Inspector of English Schools, marked on the English side also the beginning of a new phase, with the Inspectors becoming more and more purely administrative officials and the work of inspection passing into less occupied hands. The employment of Art Superintendents and Superintendents of Physical Education, officers who are engaged in training local teachers and inspecting the work of all schools in their own subjects, marked a further step on the road towards specialization. Finally in 1924 there was appointed an Assistant Director of Education for Chinese Schools (with a trained staff) in charge of the registration and inspection of all Chinese Vernacular Schools. Since January 1st, 1931, there have been two Assistants one of whom is in charge of Chinese schools in the Colony and the other (Chief Inspector of Chinese Schools) of the Chinese schools in the Federated Malay States.

In 1930 a European Inspector of Tamil Schools for the Straits Settlements and Federated Malay States, an officer of the Malayan Educational Service with a knowledge of Tamil, was appointed but in 1932, on the death of the holder, the post was temporarily abolished as a measure of retrenchment. In 1937 however the post was restored, the



officer selected was sent to India to study Tamil duty as Inspector of Indian Schools, Straits Malay States.

The Federal Government at the time had no Superintendent of Education at all. The Superintendents of Education in the various States were all European and had been borrowed from the cadre of the Education Department, which at all times is ready, when asked, to assist any of these States with the loan of officers, with advice, or in any other direction desired. In 1931 the State of Kelantan borrowed an officer to act as its Superintendent of Education but was compelled by the financial situation to return him in 1932. In 1938 at the request of the State of Trengganu an officer was seconded to hold the position of Chief Inspector of Schools, Trengganu.

### 3. GRANTS-IN-AID TO ENGLISH SCHOOLS

In the early years neither English nor vernacular education was under government control and assistance was confined to subsidies given to a few schools. Later, schools of two classes were defined: the first, schools managed and financed by Government, which took the fees; the second, schools controlled by private bodies, which received from Government grants-in-aid awarded till 1899 on individual passes. In that year a new Code was drawn up basing grants on the number of children in average attendance, the number presented for inspection and the general standard of efficiency attained. In addition to a principal grant for every child presented, minor grants for discipline and organization were allowed for every pupil in average attendance, and there were grants for needlework in girls' schools and for each pass in an extra subject for pupils who had passed Standard VII. The Commission appointed in 1902 praised the 1899 Code but suggested a few changes, one to secure efficiency in pupil-teachers and limit their number, and the most important to emphasize differentiation between grants for schools of various grades, an increase in the rate being recommended for the best schools and a substantial reduction in the rate for inferior schools. In 1906 a revision of the Code authorized a principal grant for every pupil not over 10 years of age presented for examination in an infant class, a step designed to weed out over-age pupils and provide money for efficient teachers capable of giving a good ground-work in English. In 1908 another Code was drawn up. Surprise visits took the place of a formal annual inspection and only Standards IV and VII were individually examined by the inspecting officer. Grants were based entirely on average attendance and varied according to the grade in which a school or part of a school was placed. The most important point was that one educational system was prescribed for the Straits Settlements and the Federated Malay States. In 1914 the Code was further revised, and a more severe test in English was demanded. The principle underlying all these Codes was identical. No attempt was made to reconcile the credit and debit sides of the accounts of aided schools. The Government gave grants to encourage certain standards of educational efficiency and laid down rules to see that it was getting value for its money. Grants were annual and paid on the report on a school for the previous year.

The 1902 Commission found that at that time the expenditure of most schools under private management was entirely or nearly covered by the Government grant and school fees. But even then this was true only of schools conducted by Missionary bodies, whose members gave their services as teachers for nothing or for less than the market rate. As early



as 1878 the High School, Malacca, managed by a Committee of residents since it had succeeded an old Dutch school in 1816, taken over by the Government at the request of the Trustees. The Commission recommended that the Government should take over the Raffles Institution but also the Free School, Penang, which was opened in the Colony under British auspices (1816) and in the sense that it was open to children of all races and religions. The Commission found that the staff of both schools needed strengthening, that masters for technical classes were required and that the Free School ought to be largely rebuilt and its playground extended. Only Raffles Institution, however, was taken over. The Commission noted that the Chinese of Penang had always supported the Free School in a way that the Chinese of Singapore had never supported Raffles Institution. "When recently, it was found necessary to increase the pay of the masters considerably, the Chinese contributed \$32,000, of which \$20,000 was invested. This timely help, coupled with the fact that the fees were increased, enabled the Committee to carry on for the moment, but without constant appeals for special contributions it is feared that the same difficulty will again arise. The teachers compare their pay and prospects with those of teachers in Government employment and are dissatisfied. As in the case of Raffles Institution the question of pension is the chief difficulty." In 1902 Malaya "had acquired a bad name in English scholastic circles" and European masters were hard to recruit. Local teachers were worse paid than Government clerks. Lack of funds led to quite inferior staffs in the aided schools. In 1910 two large Chinese Societies withdrew from the Free School the annual grant of \$1,500 which each had given it, because the Government had abolished the Queen's Scholarships and had levied a corporation tax on the funds of the Societies, and had also imposed a tax for educational purposes. To make up this deficit, the school raised its fees, a measure followed by the two large missionary schools in Penang, St. Xavier's Institution and the Anglo-Chinese School. But financial difficulties increased with the War and in 1920 its Committee handed the Free School over to the Government.

To meet the higher cost of maintenance owing to the War, the Government increased the grants-in-aid given under the Code by 25 per cent. But an Educational Conference held in 1918 resolved "that the Government be requested to give such financial help to the aided schools as will enable them to pay to their teachers as high salaries as are paid to teachers in Government schools and to make provision for adequate retiring allowances." Moreover all the missionary bodies represented individually their financial distress to the Government and in 1919 a Committee was appointed to consider the problem.

The 1919 Committee condemned the old system as limiting the amount of a grant, and so the expenditure of a school by the number of pupils earning a grant; as restricting a low grade school to a low grant and so depriving it of the financial means for improvement in staff and equipment; as giving the Government only indirect control over the expenditure of its grants; and, finally, as a system which, to be equitable, would require continual, possibly annual, revision. It recommended instead that the aided schools should annually submit estimates for the following year and the Government contribute monthly the difference between their revenue and approved expenditure, all accounts being audited by the Education Department. It suggested also that the Government should consider the provision of a provident fund for teachers in such aided schools as applied for its institution. The Colony and the Federated Malay States both



of pensions, but the Government is his Government.  
The rates for the European minor repairs, furniture, etc.  
The Aided schools were no longer treated merely as a cheap means of providing education, but they were recognised as part of the scholastic system of Malaya to be preserved for the healthy rivalry and competition they afford. The only item in their expenditure (besides pensions) which remained less than that in Government Schools was the salaries of Missionary teachers.

The increase in cost involved by the new system was considerable. In 1921 the amount paid in grants to English aided schools in the Straits Settlements was \$529,294 (£61,751), while in 1917 it was \$166,450 (£19,419). In 1921 in the Federated Malay States it was \$431,632 (£50,357) and in 1917 \$115,338 (£13,456). Thus the total expenditure in the Straits Settlements and Federated Malay States was for 1921, \$960,926 (£112,108) and for 1917, \$281,788 (£32,875).

It is hardly surprising that the Governments of the Straits Settlements and Federated Malay States began to wonder if they had not been rashly generous. Accordingly in 1921 another Committee of Enquiry was appointed. Its report was a complete vindication of the change. It recommended certain minor modifications to make for smoother administrative working. It suggested that European missionary teachers, who are graduates of British Universities and devote all their time to their schools, should be paid at Government rates and that the Government should defray half-pay leave for missionary teachers. It recommended that the Government should pay half the cost of new buildings and of structural repairs to old. And it recommended central classes for the study of science, which entails laboratories and a specialized staff. Appointed to criticize, it found it had to bless the new system.

In 1932, owing to the financial depression, the Government appointed another Committee to enquire into the system of educational grants-in-aid. The Committee while supporting the existing system recommended certain economies, notably a reduction of the rates of salary for missionary teachers and in the capitation grant. The Committee also recommended that the number of missionary teachers employed in aided schools should not exceed 50 per cent. of the total staff and that an age limit for both missionary and lay teachers should be introduced.

The report of the Committee was adopted with certain modifications by the Government and effect was given to its recommendations from 1st January, 1934.

#### 4. ENGLISH EDUCATION

English education is given in the schools known as the English schools, that is those schools in which English is the medium of instruction. Few of the pupils are English-speaking when they join and the lowest class may be composed of children speaking between them some seven or eight different languages or dialects, those speaking one language or dialect being generally quite unable to understand those speaking any of the others. In the circumstances the use of the "Direct Method" of teaching English is practically obligatory. Children are accepted into the



lowest class at the age of six or seven and they are given an education which ends as a rule with their presentation at the Cambridge School Certificate Examination, though a few stay on and enter for the Queen's Scholarship examination.

The English school course is normally spread over eleven years, different forms, from the lowest to the highest, being called Primary Classes I and II, Standards I, II.....VII, the Junior Certificate Class and the School Certificate Class. The present school "system" includes (a) the primary department (Primary I and II, Standard I), (b) the middle department (Standards II, III, IV, V), and (c) the secondary department (Standard VI upwards). A pupil should normally reach Standard V by the age of twelve or thirteen.

Up to 1891 there were only six standards but in that year the creation of a Standard VII added another year to the course. Since that year, too, secondary education in Malaya has been associated with the Cambridge Local Examinations. The 1902 Commission remarked that many favoured dropping these examinations, which led to the cramming of a number of useless subjects by boys who should be studying to fit themselves for a Malayan career. But the Commission considered that they had led to a real improvement in English education and that no local certificate would have the same value. The addition of a compulsory foreign language to the syllabus for the Senior Certificate Examination led to the Education Department to ask in 1916 for a special Malayan Senior syllabus framed to encourage the study of English. In 1919 there followed a special Malayan Junior syllabus. Incidentally, Malay is one of the subjects that may be taken in these examinations.

In the Straits Settlements, the only serious secondary work, before the Cambridge Local Examinations were first taken in 1891, was the preparation for the Queen's Scholarships, given by the Government from 1885 "to allow promising boys an opportunity of completing their studies in England and to encourage a number of boys to remain in school and acquire a really useful education." Between 1897 and 1902 these scholarships were awarded on the results of the Senior Cambridge Examination, but from 1903 a special examination was conducted by the Cambridge authorities on lines suited to Malaya's needs, all candidates however having to pass the Senior Cambridge first. In 1910 the Government discontinued the scholarships on the ground that they involved a study of Latin, French and mathematical subjects less suited to local needs than English, and that they led to unwholesome competition and to undue attention being paid to a few brilliant boys at the expense of the rest, but in 1923 it restored them once more. The Federated Malay States first introduced the Queen's Scholarships in 1901 and discontinued them in 1911. They restored them in 1931 giving, like the Straits Settlements, two annually but restricting one of them to Malays.

From the beginning of the century the advance of education led to the question of a possible division into elementary and secondary schools. In 1902 each of the more important schools combined with the instruction of infants the passing of older scholars through the seven standards and secondary classes. Time has changed this appreciably. The Missionary bodies, which have done so much for education in Malaya, still retain for the most part schools providing for all standards from infant or primary classes to secondary classes, but in large centres where the numbers justify the arrangement they are following the example set by the Government with the Government schools and are breaking their largest

Primary Schools (Primary Classes and Standards I, Middle Standards II to V) and Secondary Schools (Standards VI upwards). The latter have built many new buildings, and each large centre has one or more of these schools.

In many notable instances the beginning of the 'direct' method of teaching English has become universal. Some secondary schools are equipped with science laboratories. The syllabus and methods of the primary classes have been revised. Elementary manual work is now done in many schools. Medical and dental inspection of pupils has been introduced. Due attention is given to sports, physical education, the provision of playgrounds, the encouragement of Boy Scouts and Cadet Corps.

Notable, too, has been the growth of enthusiasm among every race for female education. Before the Great War, Chinese parents were loath to send their girls to school; now it is difficult to provide the accommodation required. Malays, too, though their interest is more recent, are no less enthusiastic. To-day there are Indian, Chinese and even Malay girls passing out of the English schools to attend the Medical College having chosen medicine as a career.

For a long time the demand for pupils from the English schools as clerks was greater than the supply, and a Cambridge Certificate or the Standard VII Certificate was a commercial asset, ensuring a competency in adult life. To-day the supply is greater than the demand and parents are beginning to realise that the son of a shop-keeper, for example, may have to seek his living in his father's shop, even though he has done well at an English school. With the spread of English education, knowledge of that language has ceased to be an open Sesame to fortune or even to a livelihood, and one of the gravest problems to-day is to devise types of instruction fitting the young of Malaya for such careers as the country offers. There can be no doubt that the bulk of the inhabitants must turn to agriculture and other industries, and that the Education Department will have to equip them for those paths of life. Any ideal of education not adjusted to local wants must lead to economic dislocation and social unrest.

### COMMERCIAL CLASSES

The 1902 Commission found that shorthand and commercial classes had failed because the great demand for clerks attracted boys away from school even before they had passed the VIth Standard. It was of opinion that if Raffles Institution and the Penang Free School were taken over by the Government, a Commercial Class should be established at each of those schools with a trained master, and it hoped that "merchants will find the advantage of taking boys who have been through the course, and will pay larger salaries than they do to badly educated boys from the lower standards." In accordance with its suggestion commercial scholarships were offered at Raffles Institution as an experiment. In 1904 the local Chamber of Commerce arranged an annual examination and offered prizes. But by 1907 commercial classes had died out in Penang and survived only at Raffles Institution and St. Joseph's Institution in Singapore where they did not attract the best students. In 1910 the rubber industry led to an increased demand for clerks, however poorly qualified, and in 1913 the annual report of the Education Department alludes to an advertisement for 30 boys who had passed Standard IV! In 1913 the Birmingham



11

Chamber of Commerce examined the pupils in the classes in Singapore and Penang. Since 1916 pupils have taken the examination of the London Chamber of Commerce, (except in 1918 when the papers were lost at sea through enemy action). In Singapore, Raffles Institution, St. Joseph's Institution and the Convent of the Holy Infant Jesus give full courses in commercial subjects, the work is efficient and there is a strong demand from firms for pupils from the classes. No student is allowed to take the course unless he has reached the level of the Junior Cambridge Examination. In Penang, the original Commercial Class of the Penang Free School has developed into an independent entity. It is doing excellent work and is a source of well-trained commercial employees.

There are no Government Commercial schools in the Federated Malay States and very little teaching of commercial subjects in Government schools or classes. There are however private commercial schools which present candidates for the London Chamber of Commerce examinations or for various shorthand examinations.

## 5. TECHNICAL AND INDUSTRIAL EDUCATION

The 1902 Commission already mentioned devoted one section of its report to technical instruction. It found insufficient demand for a technical school. Moreover firms preferred apprentices to learn practical engineering in shops, though it was admitted that a preliminary course of mensuration elementary mechanics, the use of tools, and mechanical and geometrical drawing would be of great use.

In 1917 another Commission (containing no officers of the Education Department) still found the attractions of a commercial career so great in the Straits Settlements that it could not advise "large expenditure upon a fully equipped and strongly staffed technical school", but it pressed for the appointment of a qualified European to superintend "elementary courses in practical mathematics, mechanics and prime motors, drawing and plans, chemistry, physics, electricity, sanitation and hygiene, and surveying".

In 1918 a Commission on Technical and Industrial Education in the Federated Malay States recommended the provision of Trade Schools at which instruction should be in Malay, the provision of a Technical School with English as the medium of instruction, and the provision of an Agricultural School to train assistants for the Agricultural Department and for estates. It emphasized the necessity of improving the pay of technical posts to render them as attractive as the Clerical Service. It urged the need to make hand and eye training compulsory in all standards of the English schools. A minority report by an experienced headmaster insisted, however, that there was neither public taste nor demand as yet for technical or industrial education proper.

The above summaries of the conclusions of three committees are evidence that the problem of technical education was not overlooked though in the face of those conclusions it is not surprising that little was done for some years.

In the Straits Settlements in 1902 the Survey Office trained youths to become Government surveyors. There were also industrial scholarships for which there was so little competition that they were given to any boys, chiefly Eurasians, for the asking: the holders were apprenticed to firms and received instruction at an evening class. (In 1910 "for the first time for many years" the Penang scholarships found holders!) The

commercial and technical subjects.

In the Federated Malay States, one special institution, the Treacher Technical School, was opened at Kuala Lumpur in 1906 for training apprentices for the Railway and Public Works Departments and later for the Survey Department. Except as a Survey School it was not a success. The Clerical Service and commerce proved so attractive that it was impossible to get local students or indeed any students of the right type. Soon after the beginning of the war it was closed, to be reopened later on improved lines. In 1931 it was placed under the Education Department. It draws students from all over Malaya.

As early as 1897 there was discussion about the provision in the Federated Malay States of a Trade or Artisan School, primarily for Malays who desired to be trained as mechanics or fitters, but it was not till 1917 that a site was selected and designs prepared. Even then a great financial depression, and doubts as to the success of the school, delayed its birth. In 1926, however, the Trade School, Kuala Lumpur was opened. The school supplies a three year course in mechanics and fitting, with particular application in the third year to petrol motors. At the start accommodation for only 50 pupils was provided but in 1928 this was increased so that 100 pupils could be admitted. The success achieved by this school encouraged similar developments elsewhere. In the Straits Settlements, a school was started at Singapore in 1929. Another school was opened at Ipoh (Perak, Federated Malay States) in 1930, another at Penang (Straits Settlements) in 1932 and finally one at Malacca (Straits Settlements) in 1935. The Kuala Lumpur school also opened a tailoring section, separate from the mechanical section but also giving a three year course, in 1935.

An Agricultural School which provides two different courses, one suited to the needs of locally recruited officers of the Agricultural Department and of others who require a similar fairly advanced education, and the other a more elementary course, was opened at Serdang (Selangor, Federated Malay States) in May, 1931. It is under the control of the Department of Agriculture and has students from all parts of Malaya.

In 1937 a senior officer of the Education Department was deputed to study schools with a vocational bias in England and Java and as a result of his survey he submitted a report in which were included proposals for additional facilities for vocational education in Malaya and for modifications in the curriculum of the ordinary school, English and vernacular, so as to bring education into closer touch with present day conditions. These proposals are still under consideration.

## 6. TRAINING OF TEACHERS

For some years there was no machinery for training teachers except the system of employing pupil teachers, who were seldom effectively supervised by the managers of schools and who, if they did complete their course, soon deserted a profession which was miserably paid and which was the last refuge of the semi-educated unemployed.



Accordingly a Training College for men at Singapore was projected by the Straits Settlements Government, and the 1902 commission suggested that the Federated Malay States should be invited to send students and bear part of the cost. In 1904 preparations to start a training College were made but no candidates for admission came forward and so the proposal was dropped.

The 1902 Commission found that useful work was being done at Raffles Girls' School (Singapore, Straits Settlements) in training women teachers and recommended a training school for them in connection with that girls' school. After discussions that lasted two years training classes for pupil teachers of both sexes were started at Raffles Institution and Raffles Girls' School. The class for girls was so successful that it lasted for many years and was copied in Penang (Straits Settlements). The class for boys was a failure.

Following a successful experiment tried in 1905 at Kuala Lumpur in the Federated Malay States, Normal Classes for teachers already engaged in the profession were introduced. In the Colony they were started in all three Settlements, Penang having classes in 1907 and Malacca in 1913. These classes were praised as successful down to 1914, when a Commission was appointed to consider improvements in Singapore. It recommended a whole time instructor and a revised syllabus and spoke of a training college as an ultimate ideal. The war frustrated the first of these recommendations. But the Normal Classes again did good work under great difficulties. A Departmental Committee appointed as the result of the 1928 Educational Conference prepared a new scheme of training, making separate provision for primary teachers. The subjects studied now are English Language and Literature, the Theory and Practice of Teaching, Hygiene, Physical Education and Art. The course theoretically lasts three years, though a number of students take longer to pass. It is devised for students who complete their training before undertaking full-time teaching and no student is eligible for admission to the course who has not passed the Malayan School Certificate examination with credit in English and also a pass in Oral English.

The 1918 Educational Conference recommended sending selected local teachers to the University of Hongkong, and the Governments of the Straits Settlements and Federated Malay States for a number of years—till the opening of Raffles College in 1928—gave scholarships for two to four years to promising men who engaged to work in Government or aided school for five years on their return. Such selected teachers were later given scholarships to Raffles College, and the first student scholars completed their diploma course and joined the Education Department in 1931. There are no longer indentured students at Raffles College but Raffles College graduates intending to become teachers are given a fourth year course in Education.

## 7. HIGHER EDUCATION

### (a) KING EDWARD VII COLLEGE OF MEDICINE

The Straits Settlements and Federated Malay States' Government Medical School was founded in 1905 in response to a petition from many of the leading Chinese citizens of Singapore. In 1912, the name "King Edward VII Medical School" was adopted in recognition of a generous contribution from the Committee of the King Edward VII Memorial Fund. A further change was made in 1921, when "College of Medicine" was substituted for "Medical School".

The original purpose of the Medical School was to train a few Surgeons for the Government and to train practitioners with the peoples of Malaya. It was also to diffuse a knowledge of proper sanitation and hygiene. From the first five years' course, the student received a diploma recognised by the General Medical Council as a complete registration qualification entitling its holder to practise in any part of the Empire.

Since that year the course of training has been gradually extended and elaborated. The revised regulations of the General Medical Council issued in 1933 have been adopted and the student of to-day receives a complete preparation for his professional career. The standard of licence of the Singapore College will stand comparison with that of any European School of Medicine.

The school opened with the Principal as the only whole-time officer. Most of the teaching was done by a staff of part-time lecturers, drawn from the Government Medical Service or from private practitioners. A Professorship of Physiology was founded in 1913, and a Professorship of Anatomy in 1920. In 1921 chairs in Medicine, Clinical Medicine, Surgery, Clinical Surgery and Midwifery were instituted.

In 1925 the Rockefeller Foundation made the formal offer of the sum of \$350,000 in Straits currency for the endowment of two chairs in Bacteriology and Biochemistry, on the condition that the Government would provide for a chair in Biology. The offer was gratefully accepted and the appointments were made in 1926.

In 1929 a chair of Dental Surgery was created and there is now a fully organised Dental School in which a five years' course of training is given, the diploma in dental surgery entitling its holder to practise in Malaya.

A four years' course for a diploma in pharmacy entitling the holder to register under the Registration of Pharmacists Ordinance and to hold a licence under the Poisons and Deleterious Drugs Ordinance, thereby enabling him to practise as a dispenser in Malaya was commenced in June, 1935.

At the start, the school was housed in some discarded hospital buildings. A residential hostel was completed in 1916, and a second hostel in 1924. For several years the work was cramped by inadequate accommodation until the completion of the new buildings in 1926, which contain laboratories and lecture rooms for 250 students. In addition there is accommodation for post-graduate study and research. A large space was allotted for the library. A playing field and quarters for the subordinate staff were provided.

#### (b) RAFFLES COLLEGE

In 1918 a committee appointed by the Government to advise on a scheme to celebrate the Centenary of Singapore submitted as the most suitable memorial the advancement of education with a view to laying in course of time the foundations of a University. Another special committee recommended the establishment of a residential college for a higher education to be called "Raffles College" and to be the nucleus of a future University. Later it was decided that provided \$2,000,000 were subscribed by the public of Malaya and the Governments of the Malay States towards



an endowment fund, the Straits Settlements would not cost not exceeding \$1,000,000 and give \$50,000 per annum for upkeep. The requisite sum having been raised, competition was opened in 1923 for a design. It started in 1924 and the college opened in 1928. The buildings are two residential hostels with accommodation for 100 students, and there are playing fields of 10 acres. The college is to place education of a University standard within the reach of all the youths of British Malaya who are capable of profiting by it. The courses of study are specially framed to meet local requirements. Courses in science for students of medicine are also provided. When funds allow, an engineering faculty is contemplated, and ultimately Oriental studies should find a place among its faculties.

The college awards annually ten Straits Settlements Entrance Scholarships and ten Federated Malay States (five open scholarships and five for Malays) Entrance Scholarships of a value of \$720 per annum tenable for three years, and a limited number of Second and Third Year Exhibitions, not exceeding \$500 per annum, are available for students who show exceptional ability during their first or second years.

## 8. VERNACULAR EDUCATION

### (a) MALAY BOYS' SCHOOLS

Though there had been sporadic missionary efforts to provide schools for Malays and two day-schools were supported by the Straits Settlements Government in Singapore as early as 1856, many years elapsed before serious consideration was given to the problem of building and staffing vernacular schools where Malay boys should be taught to read their own language both in Arabic and in Roman characters. At first the Malays were apathetic, jealous of the loss of their children's services and distrustful of secular teaching. The efforts of the native teachers and the use of the schools as centres for the distribution of quinine and other simple medicines helped gradually to dispel prejudice. Although Malay education was of later development in the Federated Malay States it is not possible to review the position without reference to the Straits Settlements where the earliest steps to provide trained teachers were taken. In 1878 a college for teachers was started in Singapore and during the 17 years of its life produced the first trained Malay teachers in British Malaya. In 1888 Malay boys who had passed out of the vernacular schools were admitted free into any Government English school in the Straits Settlements, a system that, with certain modifications, is now followed throughout Malaya.

In 1901 a new Training College in the Straits Settlements for Malay vernacular teachers was opened in that old-world Malay centre, Malacca. Malay education received temporarily a great stimulus from Mr. R. J. WILKINSON, a Malay scholar of high attainments, who started publishing Malay classics for the use of schools and created an interest in their own literature in the teachers. But this officer soon left the Department and Malay education developed on stereotyped and alien lines. Still the Training College (Mr. WILKINSON's educational child) did excellent work. In 1913 another was opened at Matang in Perak.



... college was opened in 1922. Meanwhile the curriculum of the existing colleges was enlarged to include rural science and basketry, and a pass in one at least of these industrial subjects was required for a leaving certificate. It was arranged to acquire land for school gardens and recreation grounds wherever possible. The old-fashioned teacher puffed up with a little learning and full of the old Oriental scholar's prejudice against manual labour was ashamed to dig: the new delights in handicraft, and in practical acquaintance with the rotation of crops, the selection of soils and seeds and the study of pests. A series of Malay text-books, dealing with local problems of arithmetic, tropical hygiene, botany, local geography and history and so on, was prepared. Drawing was made a compulsory subject. The revised curriculum "awakened students' intelligence" and the text-books caused the Malay vernacular press to talk of the New Learning. For the first time the Malay was introduced to modern scientific method in his own language.

The Sultan Idris Training College at Tanjong Malim is the distributing centre of knowledge in the Peninsula for those Malays whose education is confined to the vernacular. There will always be a large number of Malay children with no aptitude for languages or literary pursuits, whose mental and moral development will depend mainly on the discipline of the village school with the opportunity it provides for studying the "three Rs", benefiting by physical and manual training, and acquiring such rudiments of simple agriculture as will fit them for the free life of that country-side, where the happiness and economic interests of their race have lain for centuries. From the college trained teachers go out to the village schools to influence the physical mental, moral and economic welfare of the coming generation.

With the expansion of all branches of the Education Department's activities it was recognised that the inspecting staff was inadequate to cope unaided with administrative routine and the work of school inspection. Moreover, legitimately enough, Malays with an English education were anxious to take part in supervising the work of the vernacular schools. Accordingly Assistant Inspectors of Malay Schools were appointed to Settlements and States to give the vernacular schools their undivided attention. The system has worked admirably. Below them are Malay-speaking Group Teachers, who have charge of the biggest school and supervise the less important schools within a yet smaller radius. Improved salary schemes have attracted the most intelligent type of Malay to the profession of vernacular schoolmaster and it has been laid down that as far as possible these men shall always be employed in their native place.

The improvement in the education of Malay boys has been reflected in the success of those pupils who after passing through the vernacular school in four years have proceeded to English schools. Till recently the Principals of English schools dreaded the advent of the average overgrown



Malay student, whose intellect had been dulled by years of unintelligent instruction under a village dominie. To-day he welcomes the bright alert little boy, who, given intensive training in English, can jump to Standard III or IV or even V in three or four years.

#### (b) MALAY GIRLS' SCHOOLS

Malay girls' schools remained for a long time a very hard problem. Malay parents viewed with much suspicion the one or two schools which were first established; they thought a knowledge of reading and writing would promote love-letters and intrigue, they were nervous about allowing their girls to traverse streets or paths unaccompanied, the mothers disliked losing the services of their daughters and the self-satisfied parents thought that they could pick up cookery and needlework as well at home as in school. But the time came when the village schoolmaster and then, very often, the village headman, commenced to send his girls for a year or two to the boys' school. The example they set was presently followed by others. Then there arose demands for separate girls schools and now the number of these schools is very rapidly increasing.

The report of 1916 did not neglect this grave problem of the education of the girls. The girls' schools benefited greatly from the use of the new series of vernacular text-books. And above all it was decided to engage a European lady to reorganize and supervise the work of these schools. Despite insuperable obstacles, the Lady Supervisor effected real reforms and caused thoughtful Malays to recognize the need of supporting an attempt to educate girls to be the intellectual peers of their future husbands. The curriculum of the girls' schools is no longer dead and uninspiring. Cookery, clay-modelling, paper-cutting, drawn-thread work, hygiene taught by Lady Medical Officers are romantic subjects for the little Malay girl compared with what her elder sisters learnt a few years ago. Domestic science, where staff and equipment permit its inclusion in the curriculum, is the most popular subject.

All Malay women teachers now attend training classes held in the large centres. They evince much interest in the work and both they and their schools are obtaining much benefit from this training.

A more satisfactory method of training Malay women teachers, however, has now been introduced. Early in 1935 a Malay Women Teachers' Training College was opened in Malacca, with students drawn from the Federated Malay States the Straits Settlements and the Unfederated Malay States. The new College is already beginning to make its mark upon this hitherto somewhat neglected but vitally important branch of education.

#### (c) TAMIL VERNACULAR SCHOOLS

For about half a century there has been a sprinkling of Tamil vernacular schools in Malaya. They sprang up in Province Wellesely, Straits Settlements (and later in Malacca) where an estate population created a need. There were two small Tamil vernacular schools in Perak, Federated Malay States as early as 1895. There are sixteen Government Tamil Vernacular Schools in the Federated Malay States, the remainder all over the country being under private management. All schools are inspected by Government officials, and grants-in-aid are paid to approved schools which have reached a certain standard of efficiency. The great

difficulty has always been to get efficient teachers, but estate managers, recognizing the need for the employment of trained and experienced teachers and on several estates the former unqualified teachers have been replaced by teachers trained in the Straits Settlements. Managers have grown alive to the advantages of providing for the education of their coolies' children and improvements in buildings, furniture and apparatus have been willingly effected whenever funds have been available.

The Labour Ordinance provides that "the Controller of Labour may by order in writing require any employer on a place of employment where ten or more children of any one race between the ages of seven and fourteen years, being dependents of labourers on such place of employment, reside, to construct within a reasonable time and maintain at his own expense a school for such children with such school teacher or teachers as shall seem sufficient to the Controller".

It should be explained that there are more Indians than Malays in the English schools of the Federated Malay States.

#### (d) CHINESE VERNACULAR SCHOOLS

Chinese schools in the Straits Settlements and Federated Malay States have existed in some form or other wherever there have been Chinese children. Before the revolution in China in 1911, however, these schools followed the traditional pattern. They were run by a man who combined the professions of teacher, doctor, fortune teller and letter writer. His sole qualification was the fact that he was the one man in the neighbourhood able to read and write with ease. His pupils were taught Chinese characters by means of the classics and the abacus was the sum total of instruction in mathematics.

Since 1911, however, the Chinese have founded many schools to give their children a modern education in their own tongue. Some few are free schools maintained by the generosity of individuals, others are maintained by District Societies (or associations of people from the same district in China) for the benefit mainly of children from their home district, some are maintained by Christian Missions; but most are managed by a committee of management whose members themselves give monthly subscriptions and undertake to collect the necessary funds for upkeep. The Governments of the Straits Settlements and the Federated Malay States assist approved vernacular Chinese schools by grants-in-aid.

Grants-in-aid were first given to Chinese vernacular schools in the Straits Settlements in 1924 when two Roman Catholic mission schools applied for and received a grant. Regulations governing the grants-in-aid were first published in 1925 and these regulations have remained the basis on which grants are made up to the present time. The third revised edition of Education Code IV giving the regulations was published during the year 1937. The number of aided Chinese schools has steadily increased. Practically all of the schools are of the primary grade but there are some secondary.

In the Straits Settlements, up to 1930 grants were given only to Primary schools, with the exception of two girls' schools, one in Singapore and one in Penang, which received special grants for their normal classes



In 1931 the scheme was extended to include secondary schools, and two schools in Penang took advantage of the revised scheme. Besides these one school in Singapore and one in Penang received grants-in-aid at the secondary school rate in respect of their normal classes. However with a view to retrenchment it was decided that grants for secondary classes should be discontinued after the end of 1931. The special grants for normal classes were not affected by this decision. It was not till 1936 that the grant system was extended to include secondary (or middle) schools in the Federated Malay States. In 1934, the recommendations of the Committee appointed by His Excellency the Governor in 1932 to consider the system of grant-in-aid to schools were adopted and brought into force. This resulted in a regrading of aided schools but had little effect on the amount paid in grants to each school.

The grants for these schools are in two grades. For primary schools the grades are \$10 (£1 3s. 4d.) a year or \$5 (11s. 8d.) a year and for secondary schools they are \$18 (£2 2s.) a year or \$12 (£1 8s.) a year for each pupil in average attendance. In order to qualify for the higher grade, schools must fulfil certain conditions laid down in the Code and must teach English with reasonable efficiency and must employ for that purpose a teacher who holds the minimum qualification of a Junior Cambridge Certificate or a certificate recognised by the Director of Education as of equal value. In addition to these grants certain schools with Normal Classes receive a special grant of \$25 (£2 18s. 4d.) a year in respect of a limited number of pupils in their normal classes. This number is determined by the number who may be reasonably expected to be absorbed as teachers in the local schools.

Since the National Language Movement of 1920, which originated in China, the Chinese Vernacular Schools in Malaya have wholeheartedly adopted the National language or Kuo Yue as the medium of instruction. This has involved the virtual abandonment of the old literary language, and with it the Confucian and other classics. The movement is continuing to gain strength, and the number of old time schools (i.e. schools teaching the old classics in the vernacular of the pupils) is tending to diminish. Many of these schools use the modern text-books along with the old classics. Text-books on European lines all written in Kuo Yue have been introduced. The subjects taught include Chinese language (Kuo Yue), Arithmetic, History, Geography, General Knowledge, and Nature Study. Since 1925 these text-books, which are printed in China, have had political and antiforeign matter introduced into them. Such text-books are unacceptable to the Malayan Government. However, in 1932, the two principal firms in Shanghai publishing school text-books—the Commercial Press, and the Chung Hua Book Company—each brought out a series specially written for Chinese education overseas and in this country. These books are now in use in the majority of Chinese schools, either as an entire series, or to supplement those volumes in other series which were found unobjectionable.

English is taught in many of the large schools and in some of the smaller and special attention is often paid to it in night schools. The night schools are attended by clerks and shop employees amongst others, who, besides wishing to learn the new National language and literature, hope in this way to learn some English to help them in their career. In

1935 an examination was held by the Education Department in which all pupils in aided schools in the final year of the Primary course and the third year of the Junior Middle were examined in Chinese, English, Mathematics, History and Geography. A few non-aided schools also entered voluntarily for the examination. It was continued in 1936 and 1937 and has led to improvement in the standard of work and has been a guide to the Department in assessing the progress of the schools.

## 9. GENERAL

All schools, *i.e.*, places where ten or more persons are habitually taught in one or more classes except where the teaching is of a purely religious character, and all supervisors, committees of management and teachers of schools, must be registered, in the Straits Settlements in accordance with the Registration of Schools Ordinance (Chapter 139) which Ordinance was amended by Ordinance No. 4 of 1937 and in the Federated Malay States in accordance with the Registration of Schools Enactment of 1934. To be a supervisor, a member of the committee of management or a teacher of an unregistered school is an offence against the Ordinance and Enactment. In the Straits Settlements under the Ordinance the Director of Education, in the Federated Malay States under the Enactment the Inspectors of Schools, may refuse to register any school that is insanitary or unsuitable by reason of danger from fire or on the ground that it is a dangerous building or that it is likely to be used for the purpose of propaganda detrimental to the interests of the pupils or as a meeting place of an unlawful society.

The public of the Straits Settlements express their views on education not only through the local press but through the unofficial members of the Legislative Council. In addition there was constituted in 1909 an Education Board, composed of four official and four unofficial members, with the following functions:—

- (i) to determine the amount of fees to be charged in Government schools and to receive all such fees;
- (ii) to submit to the Government the Annual Estimates for educational purposes and to make recommendations thereon;
- (iii) to advise the Government as to the purpose for which moneys devoted to education should be expended and upon any matters connected with education which may from time to time be referred to it by the Governor.

This Board also receives the proceeds of an education rate of two per cent. on property in municipalities and one per cent. on property in rural areas.

In the Federated Malay States an education rate intended as a contribution towards the cost of education in urban areas is levied as a 2 per cent. rate on the annual value of all lands, houses and buildings in Sanitary Board areas, except in the Sanitary Board areas of Kuala Lumpur and Ipoh where it is respectively .16 per centum and .25 per centum on the unimproved value of lands.

Education in all Government vernacular schools is free. The fees charged in English schools, and details of the conditions governing remission of these fees, are to be found in General Table X to this report.



## PART II

### CHAPTER I

#### OUTSTANDING EVENTS OF THE YEAR

With effect from 1st January, 1938, school fees in English schools were reduced in classes up to and including Standard VI. The new fees for these classes are \$2.50 a month.

In October and November, the Commission on Higher Education in Malaya (Sir WILLIAM H. McLEAN, K.B.E., PH.D., M.INST.C.E., Chairman, and Professor H. J. CHANNON, D.SC.) conducted its enquiry. The terms of reference of the Commission were :—

To survey existing arrangements for higher education, general and professional, in Malaya; and to consider in the light of local needs and conditions whether they require extension and if so in what directions and by what methods.

To report upon the present work of Raffles College, Singapore and on any potential development that may seem desirable.

The Report of the Commission is expected in 1939.

Professor G. McOWAN of Raffles College after a survey in 1937 of schools of engineering in Great Britain submitted a Report on Education in Engineering which was published in 1938. The particular object of the Report was to indicate lines of development in the event of the introduction of a department of engineering at Raffles College. It also reviewed various aspects of engineering departments and described developments in technical education.

Mr. H. R. CHEESEMAN of the Malayan Educational Service after a survey in 1937 of schools in Great Britain and the Netherlands Indies presented at the beginning of the year a Report on Vocational Education in Malaya. The main recommendations of the Report were in favour of—(1) increases in the number of the trade schools, (2) the introduction into the curriculum of workshop crafts for boys' schools and domestic science for girls' schools, (3) the inclusion of science in the curriculum of all secondary schools and the appointment of a committee to formulate aims and suggest a course suitable for schools in Malaya, (4) the transfer from English schools of boys for whom a secondary education is not required, at the end of Standard V, into special schools or classes with a practical bias from which they would go into employment or into trade schools, (5) more intensive agricultural training for vernacular school teachers (6) the provision of one central commercial school in each centre. Towards the end of the year a committee under (3) above was appointed and a joint committee of Agricultural and Education Department officers was formed to submit proposals in connection with (5). The Report recommended that an Organizer of Vocational Schools and Handicrafts should be appointed to direct developments under (1), (2) and (4) and this recommendation was accepted. An Organizer will be appointed in 1939.

Death deprived Education of two staunch supporters and friends. His Highness the Sultan of Selangor who died on 31st March and His Highness the Sultan of Perak who died on 14th October, 1938 were both deeply interested in the progress of the schools.





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Two retired Headmasters who left their mark in Malaya died during the year. Mr. R. H. PINHORN, O.B.E. who retired from Government service in 1925 was for twenty years Headmaster of the Penang Free School; he was one of the pioneers of the direct method of the teaching of English and his forceful personality exercised an influence far beyond the confines of the school on which he left so deep an impress. Mr. R. F. STAINER retired from Government service in 1922 and was for more than twenty-two years Headmaster of the King Edward VIIth School (known in its early years as the Central School) Taiping; he is held in affectionate remembrance by generations of old pupils.

## CHAPTER II

### ADMINISTRATION AND CONTROL

Mr. A. KEIR, M.A. (Aberdeen), Deputy Director/Adviser officiated as Acting Director of Education, Straits Settlements and Adviser on Education, Malay States until 16th December when Dr. W. LINEHAN, M.A., LITT.D. (N.U.I.), M.C.S. assumed office as the substantive holder of the appointment.

Mr. H. R. CHEESEMAM (Senior Education Officer, Special Grade) on 7th March, 1938 took over the duties of Acting Chief Inspector of English Schools S.S. and F.M.S. from Captain D. R. SWAINE, M.A. (Wales), M.C. who officiated in the acting appointment from 1st January until that date. On 24th July, 1938, as a measure of departmental re-organization, the Chief Inspector became the Deputy Director of Education and Deputy Adviser on Education and was moved from Kuala Lumpur to Singapore. This was a change of title rather than of duties: as the senior professional officer the Chief Inspector had in effect been Deputy Director/Adviser. The transfer of the office to Singapore simplified administration and also made it possible for the Director/Adviser and the Deputy Director/Adviser to arrange their inspection tours with less difficulty. Mr. H. R. CHEESEMAM held the acting appointment until the end of the year.

Six officers of long service went on leave prior to retirement at the end of 1938. Mr. ALEXANDER KEIR, M.A. (Aberdeen) joined the service on 6th July, 1906. He was Acting Director/Adviser for about sixteen months before going on leave. During his long period of service in Malaya he exerted considerable influence on all branches of education throughout the Straits Settlements and Federated Malay States but he will be specially remembered for his contribution to Malay education and for his long connection with the State of Perak. His services to education were recognized in the 1939 New Year Honours when His Majesty the King was graciously pleased to appoint him an Officer of the Most Excellent Order of the British Empire. Mr. CHARLES BAZELL, M.A. (Oxon) had been Principal of the Malay College for over sixteen years. He was earlier, for eight years, on the staff of Raffles Institution, Singapore and after a brief interlude in commerce was appointed to the Malay College. Under his guidance, the Malay College made excellent progress. Mr. JOHN WILLIAM JEFFERSON was responsible for pioneer work of no mean order. He was the first officer to hold the appointment, as from 1st January, 1924, of Superintendent of Physical Education, S.S. and F.M.S. In face of considerable difficulty he organized with enthusiasm, energy and perseverance the physical training in the English and Malay schools. Mrs. ELIZABETH LAW worked for over



twenty years in the Settlement of Penang, first as a secondary mistress in an Aided School and later, in Government service, as Art Mistress and at the time of her retirement as Headmistress of St. George's Girls School. Mr. LAW lived for her work and her untiring devotion to, and her increasing interest in, all that she was called upon to do, her life and all praise. Dr. LEONARD RICHMOND WHEELER, PH.D., M.Sc., B.A. (London) served before the Great War in Trinidad and during the Great War with the British West Indies Regiment and the Royal Air Force. He was an officer of the Malayan Educational Service for over seventeen years. He was an active scout officer and for some years prior to his retirement was one of the Assistant Scout Commissioners for Malaya and was awarded the much coveted Honorary Silver Wolf in token of his valuable services to the Scout movement. Mr. MARK WHEATLEY was invalided out of the service during the year. He was appointed to the staff of Victoria Institution, then an Aided school, in 1911 and became a Government officer when that school was taken over in 1925. Most of his service was spent in the State of Selangor.

Death took a heavy toll during the year. Mr. E. T. M. LIAS, B.A. (Cantab) of the Malayan Educational Service died unexpectedly while on furlough. He was appointed on 13th October, 1921 and most of his service was spent in Penang. He was specially associated with the High School, Bukit Mertajam, where he was Headmaster for some years. His sudden death came as great shock to colleagues and old pupils. Mrs. A. M. WADDELL, M.A., B.Sc. (Edinburgh), Headmistress of St. George's Girls' School, Penang died on 19th October, 1938 at Penang. She had been in Government service since 29th August, 1924. She was devoted to her work and wrote a number of useful local text-books including a series of Malayan Nature Readers. Mr. H. A. L. ORCHARD for fourteen years Headmaster of the Gan Eng Seng School, Singapore (recently taken over by the Government) and for over thirty years a schoolmaster in aided schools in Singapore was robbed by death, a few weeks before he was due for leave, of the retirement he had so richly earned. He had a sterling record of faithful service. Rev. BROTHER MARCIAN, Director of St. Michael's Institution, Ipoh died in September. His connection with education in Malaya extended over thirty years during which he had served as Director of a number of Christian Brothers' schools in the Straits Settlements and Federated Malay States. He possessed infinite patience and brought to the problems of local education knowledge carefully acquired and as carefully tested.

During the year five European Masters and two European Mistresses were recruited for the Malayan Educational Service. One of the European Masters was seconded for service to Johore. All the others were posted to schools in the Straits Settlements and Federated Malay States. Three Trade School Instructors, two for the Straits Settlements and one for the Federated Malay States were recruited. One Assistant Superintendent of Physical Education, S.S. and F.M.S. was recruited and posted to Negri Sembilan.

The arrangements regarding text-books remained unchanged. Text-books for Malay schools were prepared by the official Translation Bureau or, under the direction of the Principal of the Sultan Idris Training College, by teachers and inspecting officers. Several new local text-books for English schools (by officers of the Education Department and by experienced teachers in aided schools) were produced and published by private enterprise.

Most of the books used in the Chinese vernacular schools come from Shanghai while those in the Tamil schools come from India and Ceylon.

# CHAPTER III

## REVENUE AND EXPENDITURE

(One dollar Straits Settlements currency is equivalent to two shillings and four pence sterling).

### REVENUE

The total revenue of the Department of Education in 1938 amounted to \$1,558,285.79 in the Straits Settlements and \$425,025.38 in the Federated Malay States, collected as follows:—

	School Fees		Education Rate		Miscellaneous		Totals
	\$	c.	\$	c.	\$	c.	\$ c.
Singapore ...	221,461	50	399,598	10	580,059	50(a)	1,201,119 10
Penang ...	102,190	00	150,457	27	6,239	98	258,887 25
Malacca ...	23,217	25	68,447	17	3,262	02	94,926 44
Labuan ...	3,353	00	—	—	—	—	3,353 00
Total S.S. ...	350,221	75	618,502	54	589,561	50	1,558,285 79
Federal ...	1,800	00	—	—	2,615	28	4,415 28
Perak ...	63,799	00	88,019	48	3,345	11	155,163 59
Selangor ...	72,570	00	116,904	55	1,933	00	191,407 55
Negri Sembilan ...	23,509	50	18,154	21	500	56	42,164 27
Pahang ...	23,109	50	8,734	86	30	33	31,874 69
Total F.M.S. ...	184,788	00	231,813	10	8,424	28	425,025 38
Grand Total S.S. & F.M.S.	535,009	75	850,315	64	597,985	78	1,983,311 17

The revenue for 1937 was \$1,433,824.31 in the Straits Settlements and \$513,680.40 in the Federated Malay States, collected as follows:—

	School Fees		Education Rate		Miscellaneous		Totals
	\$	c.	\$	c.	\$	c.	\$ c.
Singapore ...	230,695	00	472,184	14	295,149	25	998,028 39
Penang ...	114,585	50	166,561	16	3,452	57	284,599 23
Malacca ...	26,200	50	120,488	28	1,688	20	148,376 98
Labuan ...	2,819	71	—	—	—	—	2,819 71
Total S.S. ...	374,300	71	759,233	58	300,290	02	1,433,824 31
Federal ...	—	—	—	—	—	—	—
Perak ...	143,346	76	86,879	65	5,584	35	235,810 76
Selangor ...	82,835	00	113,583	86	5,630	00	202,048 86
Negri Sembilan ...	24,267	00	18,568	56	295	99	43,131 55
Pahang ...	24,283	00	8,380	48	25	75	32,689 23
Total F.M.S.	274,731	76	227,412	55	11,536	09	513,680 40
Grand Total S.S. & F.M.S.	649,032	47	986,646	13	311,826	11	1,947,504 71



## EXPENDITURE

The expenditure was \$3,805,111.85 in the Straits Settlements, \$3,903,266.48 in the Federated Malay States as against \$3,628,678.50 and \$3,667,290.74 respectively in 1937. The amounts for the various States and States were as follows:

	Personal Emoluments	Education Board	Other Charges	P. W. D. Expenditure	Totals
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
Singapore .. ..	825,819.97	782,895.30	..	180,727.41	1,789,442.68
Penang .. ..	696,439.13	572,729.15	..	64,685.91	1,333,854.19
Malacca .. ..	397,712.14	199,710.64	..	64,565.25	661,988.03
Labuan .. ..	15,955.00	951.11	..	2,920.84	19,826.95
<b>Total S. S. ..</b>	<b>1,935,926.24</b>	<b>1,556,286.20</b>	<b>..</b>	<b>312,899.41</b>	<b>3,805,111.85</b>
<b>Federal .. ..</b>	<b>32,963.77</b>	<b>..</b>	<b>41,650.54</b>	<b>..</b>	<b>74,654.31</b>
Perak .. ..	841,813.25	..	557,559.04	235,985.19	1,635,357.48
Selangor .. ..	570,971.00	..	430,803.00	270,767.00	1,272,541.00
Negri Sembilan ..	333,908.88	..	149,477.95	135,878.19	619,265.02
Pahang .. ..	224,384.99	..	47,256.59	29,807.09	301,448.67
<b>Total F. M. S. ..</b>	<b>2,004,041.89</b>	<b>..</b>	<b>1,226,787.12</b>	<b>672,437.47</b>	<b>3,903,266.48</b>
<b>Grand Total S.S. &amp; F.M.S. ..</b>	<b>3,939,968.13</b>	<b>1,556,286.20</b>	<b>1,226,787.12</b>	<b>985,336.88</b>	<b>7,708,378.33</b>

The expenditure on the Malay College, Kuala Kangsar, Federated Malay States, was \$78,961, on the Sultan Idris Training College, Federated Malay States (Perak) \$96,512, and on the Technical School also Federated Malay States (Selangor) \$49,272.

The above figures include the clerical service.

The net expenditure after deducting the revenue from school fees, Education Rate and miscellaneous sources was:—

	\$	c.
Singapore .. ..	588,323	58
Penang .. ..	1,074,966	94
Malacca .. ..	567,061	59
Labuan .. ..	16,473	95
<b>Straits Settlements ..</b>	<b>2,246,826</b>	<b>06</b>
<b>Federal .. ..</b>	<b>70,239</b>	<b>03</b>
Perak .. ..	1,480,193	89
Selangor .. ..	1,081,133	45
Negri Sembilan ..	577,100	75
Pahang .. ..	269,573	98
<b>Federated Malay States ..</b>	<b>3,478,241</b>	<b>10</b>
<b>Grand Total S.S. &amp; F.M.S. ..</b>	<b>5,725,067</b>	<b>16</b>

The total expenditure in Singapore is attributable to the much larger amount collected there than in the other Settlements or States by means of Education Rate.

The position of the Education Board's (Straits Settlements) finance was as follows :-

	\$	c.
Balance brought forward from 1937	1,052	54
Revenue 1938	1,558,249	79
<b>Total</b>	<b>1,559,302</b>	<b>33</b>
Expenditure 1938	1,556,286	20
<b>Credit balance carried forward</b>	<b>3,016</b>	<b>13</b>

The amounts and corresponding percentages of the gross expenditure spent on the various branches are estimated as under (Appendix XXI refers) :—

	STRAITS SETTLEMENTS		FEDERATED MALAY STATES		STRAITS SETTLEMENTS AND FEDERATED MALAY STATES	
	Gross Expenditure	Percentage of total gross expenditure	Gross Expenditure	Percentage of total gross Expenditure	Gross Expenditure	Percentage of total gross Expenditure
	\$		\$		\$	
English Education (Secondary) ..	1,088,769	26.0	832,620 (a)	20.9	1,921,389	23.5
English Education (Elementary) ..	1,941,031	46.4	1,001,414	25.1	2,942,445	36.0
Malay Education	799,382	19.1	1,654,609 (b)	41.5	2,453,991	30.0
Chinese Education	174,884	4.2	232,592	5.8	407,476	5.0
Tamil Education	22,421	0.5	123,990	3.1	146,411	1.8
Vocational Education .. ..	158,694	3.8	142,963	3.6	301,657	3.7
<b>Totals ..</b>	<b>4,185,181</b>	<b>100.0</b>	<b>3,988,188 (c)</b>	<b>100.0</b>	<b>8,173,369</b>	<b>100.0</b>

(a) Including \$78,961 for the Malay College, Kuala Kangsar, a percentage of 1.98 of the total expenditure.

(b) Including \$96,512 (F.M.S. share only) for the Sultan Idris Training College, a percentage of 2.4 of the total expenditure.

(c) This does not include expenses incurred on Queen's Scholarships, Raffles College and College of Medicine.



Grants-in-aid paid to English schools in the Straits Settlements totalled \$943,954 and in the Federated Malay States \$521,651 making in all \$1,465,605. The amounts disbursed by Settlements and States were as follows:—

	1937	1938
	\$	\$
Singapore ... ..	401,922	468,257
Penang ... ..	328,162	359,728
Malacca ... ..	104,706	115,969
Straits Settlements ... ..	834,790	943,954
Perak ... ..	225,693	263,105
Selangor ... ..	165,581	204,049
Negri Sembilan ... ..	52,264	54,497
Federated Malay States ... ..	443,538(a)	521,651(a)
Grand Total S.S. & F.M.S.	1,278,328	1,465,605

In addition in the Straits Settlements \$1,200 was given to the Y.M.C.A. in token of swimming facilities granted to school children, and \$620 to the Aided Malay school on Pulau Bukom.

The average amount of grants-in-aid per pupil on the average enrolment in Aided English Schools, in the Straits Settlements was \$59.10 (£6 17s. 11d.) that is \$6.70 (15s. 8d.) more than in 1937, and in the Federated Malay States was \$45.63 (£5 6s. 5d.) that is \$4.47 (10s. 4d.) more than in 1937. This makes an average per pupil over the Straits Settlements and Federated Malay States of \$53.47 (£6 4s. 9d.).

In Government English Schools the cost per pupil was, in the Straits Settlements \$93.63 (£10 18s. 5d.) a decrease of 45 cents (1s. 1d.), in the Federated Malay States \$103.36 (£12 1s. 1d.) an increase of \$4.82 (12s.), making an average cost per pupil over both areas of \$97.55 (£11 7s. 7d.).

The average cost to the Governments of each pupil in Government and Aided English Schools was, in the Straits Settlements \$70.38 (£8 4s.), in the Federated Malay States \$67.50 (£7 17s. 6d.). The total average cost worked out at \$69.20 (£8 1s. 5d.).

It should be noted however that the cost for Government schools given above does not include expenditure on passages and pensions.

The average cost per pupil in enrolment at the three Trade Schools in the Straits Settlements was \$289.39 (£33 15s. 3d.), at the three Trade Schools in the Federated Malay States was \$171.96 (£20 1s. 2d.), and at the Penang Commercial School was \$90.34 (£10 10s. 9d.).

The grants-in-aid paid to Chinese Vernacular Schools amounted to \$146,738 (£17,119 8s. 8d.) an increase of \$23,173.50 (£2,703 11s. 6d.) in the Straits Settlements, and \$194,631.50 (£22,707 0s. 2d.) an increase of \$36,286.60 (£4,233 8s. 8d.) in the Federated Malay States, making a total of \$341,369.50 (£39,826 8s. 10d.) an increase of \$59,460.10 (£6,937 0s. 2d.).

(a) Includes contributions to the Lay Teachers' Provident Funds and Cadet Corps.

The average amount per pupil on the average enrolment was \$7.09 (16s. 6d.) in the Straits Settlements and \$6.39 (14s. 11d.) in the Federated Malay States. The amount for the Straits Settlements and Federated Malay States totalled \$6.07 (13s. 6d.). The corresponding figures for 1937 were \$7.47 (17s. 5d.), \$6.23 (14s. 6d.), \$6.73 (15s. 8d.) respectively.

The grants-in-aid paid to Tamil Vernacular Schools amounted to, in the Straits Settlements \$18,805 (£2,193 18s. 4d.), in the Federated Malay States \$116,883 (£13,636 7s.), making a total of \$135,688 (£15,830 5s. 4d.). These represent increases of \$2,432 (£283 14s. 8d.), \$11,005 (£1,283 18s. 4d.), \$13,437 (£1,567 13s.) on the amounts of the grants paid in 1937 respectively. The average amount of grants-in-aid per pupil on the average enrolment was \$6.66 (15s. 6d.) in the Straits Settlements and \$5.68 (13s. 3d.) in the Federated Malay States. The total average grant for the Straits Settlements and Federated Malay States worked out at \$5.80 (13s. 6d.). The corresponding figures for 1937 were \$6.43 (15s. 0d.), \$6.53 (15s. 3d.), \$6.51 (15s. 2d.) respectively.

A grant of \$1,500 (£175 0s. 0d.) was made by the Straits Settlements Government to the St. Nicholas Home for blind and crippled children in Penang; this was at the rate of \$100 (£11 13s. 4d.) a head.

Appendices VIII, XIII, XVII and XIX refer.

## CHAPTER IV

### PRIMARY EDUCATION—BOYS

#### GENERAL

Primary education in English is given in the primary divisions of English schools, but as all English schools are part of the secondary school system, consideration of this type of education is deferred to Chapter V which deals with secondary education. The only purely primary schools are the vernacular schools. Of these there is a large variety but the bulk of them are Malay, Chinese and Tamil. There are a few Telugu schools on rubber estates, a few Sikh schools and, in Perak, a Siamese school but in the last Malay is also taught. Malay is the vernacular of the country, while Chinese and Tamil are the languages of immigrants though there are families speaking these tongues that have been settled in Malaya for generations.

There are no Government or Government-aided schools of any kind purely for Europeans.

There are no vocational primary schools, though some vocational training is given in certain Malay schools.

#### (a) PRIMARY EDUCATION IN ENGLISH

The English schools are either purely secondary schools, secondary schools with primary divisions, or primary schools which are preparatory for and feeders of the secondary schools. Primary education in English is given in the first seven classes (Primaries I and II and Standards I to V) in these primary divisions or primary schools. English is the medium of instruction throughout, though it is a foreign language to most of the pupils. Details are given in Chapter V.



## (b) MALAY VERNACULAR SCHOOLS

In 1948 there were 662 Malay Vernacular Schools, more than in 1937. They were distributed as follows:—

Singapore	...	...	...	...	171
Penang and Province Wellesley	...	...	...	...	70
Malacca	...	...	...	...	70
Labuan	...	...	...	...	3
Total Straits Settlements					171
Perak	...	...	...	...	231
Selangor	...	...	...	...	80
Negri Sembilan	...	...	...	...	86
Pahang	...	...	...	...	94
Total Federated Malay States					491
Total S.S. and F.M.S.					662

In Singapore there were also four small private schools; two of them existing mainly for religious studies and one, a small Aided school, maintained by the Asiatic Petroleum Company on Pulau Bukom. There was one private school with an enrolment of 18 in Malacca.

The first temporary school buildings, and sometimes the teachers' quarters, are provided usually by the villagers themselves and are maintained by them for a number of years. There is everywhere great enthusiasm for education and it has not been possible to accept all the offers of buildings that have been made.

The average enrolment in the Straits Settlements was 21,387 and the percentage of attendance 95, an increase in the average enrolment of 722 compared with 1937 while in the Federated Malay States the average enrolment was 46,891 that is 3,294 more than in 1937 and the percentage of attendance 93. This gives for the Straits Settlements and Federated Malay States a total enrolment of 68,278. (Appendix XV refers).

Where there are no girls' schools, girls are admitted to boys' schools where there is room for them. At the end of October (before the Fasting Month, the end of the school year) there were, in the Straits Settlements 3,035, and in the Federated Malay States 10,342 of these girls. They were included in the total enrolments of boys' schools given above. These girls were distributed as follows:—

Singapore	...	...	...	...	238
Penang	...	...	...	...	1,296
Malacca	...	...	...	...	1,501
Labuan	...	...	...	...	—
Straits Settlements					3,035
Perak	...	...	...	...	4,496
Selangor	...	...	...	...	2,145
Negri Sembilan	...	...	...	...	1,968
Pahang	...	...	...	...	1,733
Federated Malay States					10,342
Total S.S. and F.M.S.					13,377

In Malacca 65 of the pupils attending these schools were non-Malays.

Girls going to boys' schools must be under twelve. Where there are mixed girls in a boys' school to warrant it, women teachers are, whenever possible, appointed to take needlework with the girls and to teach the first year mixed classes. Co-education exists here because parents have asked for it: it has advantages both as regards expediency and economy, but it obviously cannot be adopted as a policy as far as Muslims are concerned, and it is not permitted except at the express request of the parents.

Attendance is compulsory (except in Singapore) for all boys between the ages of seven and fourteen who live within a radius of, in the Straits Settlements one mile and a half, in the Federated Malay States two miles, of a school. For non-attendance of their boys, parents or guardians may be summoned and fined. But the necessity for compelling attendance in this way has become increasingly superfluous. The difficulty is to find accommodation for all who wish to enter the schools. The co-operation of District Officers and Penghulus (local headmen) in the matter of attendance is much appreciated. Attendance in Pahang is not as good as elsewhere but it may be regarded as creditable in view of the difficulties encountered in walking, the frequent flooding of the rivers, and the long distances many of the pupils have to go. Though attendance at the Malay school is not compulsory in Singapore, the schools are full to overflowing. To meet the accommodation demands, far in excess of the supply, there are five afternoon schools (that is schools held in buildings in which morning schools also meet), three for girls and two for boys.

Education at the Malay schools is entirely free. School buildings, quarters for staff, staff, equipment and books are all provided by the Government. But reference has already been made to the help given by the villagers in the provision of the first schoolbuildings and quarters. In addition, all pupils who can afford it pay a small subscription varying from three to five cents (just under  $1\frac{1}{2}d.$ ) a month which is expended on additional provision for games and on the improvement of school amenities. Parents have also to meet the cost of writing materials and the meal that all pupils have in the interval. Contact between parents and schools is sedulously fostered and the schools are accepted centres of village life and of the Malay community generally.

Except in Singapore most of the schools in the Straits Settlements and Federated Malay States are rural schools. The first aim of the rural school is to give a sound primary and practical education to boys who will remain on the land and find occupation in local agriculture or in work that does not require a knowledge of English. The secondary aim of all Malay schools is to give a primary education in the vernacular as a foundation for education in English for boys who later go to an English school. There is no formal vocational training, but the general policy adopted is to give a sound primary education and at the same time to try to foster an interest in agriculture and in the life and work of the "kampong" or village. No English is taught in the ordinary school hours of the village school but in the city of Singapore in five schools selected boys of the right age who have shown promise in their Malay studies are put in special classes and learn English for five hours a week. These boys, provided they conform with the age limit and qualify in the both Malay and English examinations, are eligible for free admission to English schools.

The schools open for four hours a day (usually from 8 A.M. till 12 noon, but in some places later), six days a week (Saturdays to Thursdays, inclusive), and about 220 to 240 days a year. In Singapore, however, the



CAWANGAN DOKUMEN  
D I T E R I M A

school are held on Saturdays as they are open for half an hour each day; on Saturdays are classes for teachers and also for pupils in special subjects such as gardening and handicrafts. The vacations usually consist of about six weeks in the month of the "puasa" (the fasting month) and also two short vacations, each of two weeks. It was formerly the custom to give the short vacations at the times of the rice-planting and the rice-harvesting, but it is now more usual to fix the three vacations so as to get three school terms of equal duration.

In the Straits Settlements except Malacca the normal length of the school course is four years. In Malacca as in the Federated Malay States it is five. The desire of parents to send their children to school before the age of six and to keep them in school for several years after passing Standard Five placed a severe strain on staff and accommodation in all States and Settlements. There had to be rigorous selection and only very young boys or boys of special promise could be retained in the schools after passing Standard Five. In most schools these boys had to follow the Standard Five syllabus for a second year. But where possible a central Standard Six was formed. There were nineteen of these classes in Malacca and one in Singapore but Penang lacked staff and accommodation to provide any. In the Federated Malay States, Perak alone had these classes, in thirteen centres. But Negri Sembilan continued its post-Standard Five course started in 1932: this class now provides a three-year course and the boys admitted to it (there is much competition for admission because from this class students to be sent to the Sultan Idris Training College are selected) on five days a week assist the staff for half the school session, the remainder of the day being spent in preparation, while on the sixth day they are taught at central schools. The Standard Six curriculum, except in Singapore placed emphasis on gardening and handicrafts and preparation for life in the village. In Singapore the emphasis was on manual work and the curriculum was devised to produce "handy" youths for shops and offices; from this class pupil teachers were also selected. There is urgent need for more divisions of Standard Six throughout the Straits Settlements and Federated Malay States to bridge the gap between school and employment and to save the Malay lad from the dangers of unoccupied leisure in the village or aimless wanderings in the streets of the city, both of which tend to foster bad habits and to bring him into contact with undesirable acquaintances.

The enrolment, and the percentage of enrolment in the different standards (the post-Standard V Class in Negri Sembilan is reckoned as a Standard Six) are shown in the table on the opposite page. These are figures for October, that is at the end of the Malay School year, before the Fasting Month.

The subjects of the curriculum remained unchanged namely reading and writing (in both the Arabic and the romanised script), composition, arithmetic, geography, Malay history, hygiene, drawing, handwork of various kinds, gardening and physical training.

Physical training, as usual, received special emphasis. The photograph on the opposite page shows a familiar scene in the village school as school opens. We are shown a typical school building in the State of Selangor with one of the organized games of the physical training period in progress. Normally the two teachers would have removed ties as well as coats and even might, like their pupils, have been in shorts but they have conformed to what they regard as the minimum dress regulations for a photograph. The boys are, as usual, barefooted and have left their *songkok* (Muslim caps)

S.S. and F.M.S.

ENROLMENT AND PERCENTAGE OF ENROLMENT IN DIFFERENT STANDARDS

	SINGAPORE AND LABUAN		PENANG		MALACCA		S. S.		PERAK		SELANGOR		NEGERI SEMBILAN		PAHANG		F. M. S.		S. S. AND F. M. S.	
	Enrolment	%	Enrolment	%	Enrolment	%	Enrolment	%	Enrolment	%	Enrolment	%	Enrolment	%	Enrolment	%	Enrolment	%	Enrolment	%
Std. I	1,206	32.2	2,275	24.9	2,299	22	5,780	25.8	8,882	36.9	2,319	25.2	2,592	26.0	2,080	27	15,873	31.0	21,053	29.4
Std. II	882	23.6	1,923	21.0	1,736	18	4,541	20.3	5,572	23.1	2,249	24.5	2,050	20.6	1,581	20	11,452	22.4	15,993	21.8
Std. III	769	20.6	1,981	21.6	1,740	18	4,400	20.0	4,439	18.4	1,907	20.7	2,003	20.1	1,586	20	9,935	19.5	14,425	19.6
Std. IV	632	16.9	1,959	21.4	1,572	18	4,163	18.6	2,969	12.3	1,672	18.2	2,144	21.5	1,248	16	8,033	15.7	12,196	16.6
Std. V	221	5.9	1,017	11.1	1,786	20	3,024	13.5	2,108	8.7	1,048	11.4	816	8.2	1,363	17	5,335	10.4	8,359	11.4
Std. VI	29	0.8	..	..	372	4	401	1.8	150	0.6	..	..	351	3.9	..	..	501	1.0	902	1.2
Totals	3,739	100.0	9,155	100.0	9,505	100	22,399	100.0	24,120	100.0	9,195	100.0	9,956	100.0	7,858	100.0	51,129	100.0	73,528	100.0



in the school building. They are wearing shirts and shorts, the uniform common to many schools and which is as admirable for its movement as for appearance, cleanliness and coolness. Even the formality occasioned by the taking of the photograph has not succeeded in dispelling the boy's interest in the game that is, fortunately, a feature of the physical training period. The Malay boy is like the English prototype in that he likes most games, and throws himself into them with zest and vigour, but is unlike him in that he even enjoys drill. And here teacher and boy are alike. They are both proud of the smart soldiers of the newly formed Malay regiment and wish to emulate their precision and bearing. This is in general a stimulus though it sometimes leads teachers to require too much formal drill, to avoid variety in exercises, to restrain freedom of movement and to forget that physical training aims at teaching something more than mere marching. Much is done to correct this and to encourage the right outlook and stimulate interest by Group, District and State or Settlement competitions. These competitions were again held in 1938 and were everywhere successful. Chapter IX gives details of the games in Malay schools and Chapter VII refers to the special physical training classes for teachers that were arranged during the year.

Handwork continued to form an important part of the curriculum. Basketry, in which all trained teachers have received instruction at the Sultan Idris Training College, was as in past years the most widely practised handicraft: it was taught in 523 of the 662 schools in the Straits Settlements and Federated Malay States. Some schools notably in Malacca and in the Federated Malay States found their own materials by growing bamboo, *bemban* (sedges) and *mengkuang* (screw pine) in their school gardens. All schools were able by permission of the Forest Department to obtain materials from forest reserves. In addition to the decorative basket work taught at the Sultan Idris Training College, *pongkis* (shovel baskets) and other more utilitarian types of baskets were made in many schools.

The handwork other than basketry found in the schools varied with the locality. Where crafts exist in the local "kampong" (village) they are encouraged in the school, the aim being the introduction and promotion of what is likely to be of use in the locality. Some of the varieties of crafts other than basketry found in a number of schools in 1938 were—soap-making, 262 schools (most of them in Perak); hair-cutting, 261 schools (most of them also in Perak); making of bags and mats (as well as baskets) from *mengkuang* (screw pine) leaves, 222 schools; net-making, 195 schools; chick-making, 61 schools; book-binding, 34 schools; carpentry, 32 schools. In most schools brooms, ropes, tooth-brushes and articles made from coconut shells were made. Basket balls, tops, kites, rulers and other articles in common demand were also produced. A few schools taught block-printing on cotton and silk, directed by teachers trained at the Sultan Idris Training College. One or two taught rug-making, glass-painting, concrete-casting, tailoring and tin-smithery.

Some of the crafts in Perak are on a business basis. There are for instance in the schools model soap companies, with a limited company organization but with an unlimited zeal in production. Two of the schools in 1938 had a monthly turnover of fifty dollars with a profit of about ten dollars a month. The soap is packed with a professional finish and stamped with the school trade mark. As for all crafts which have sales in Perak, simple account books are kept by the soap-making companies. These books show stocks in hand, cost of materials and sales. At present teachers keep the books but pupils will later be required to do so. Profits go in part to the purchase of materials and in part to school funds.

Special reference must be made to two experiments that owed their existence to interest and encouragement from outside the Education Department. In Penang, the tailoring class subsidized by the Mohammedan Endowment Board was extended: admission to this class was confined to boys who intended to adopt tailoring as a livelihood. In Negri Sembilan, the Tanjong Ipoh weaving class completed its first year of existence. Numbers were small (seven boys and six girls) but good progress was made. This class owed its initiation to the efforts of the Negri Sembilan Teachers' Association which provided equipment and paid for a teacher to be trained at the weaving school of H.H. the Sultan of Selangor. The boys in the class worked five days a week and the girls three days a week. It need hardly be said that the help received from the Penang Endowment Board and the Negri Sembilan Teachers' Association has been greatly appreciated. Both these classes represent attempts to provide training that will bridge the gap between the normal school-leaving age (12) and the age (14) when boys are old enough to enter employment or to go to a trade school. Other similar classes teaching carpentry to ex-pupils existed in Perak (twelve), Pahang (three) and Negri Sembilan (two). In Perak too there were three special craft centres for such crafts as *batek* (cotton-printing) work and book-binding. It was noteworthy that at the end of 1938 one Perak village offered to provide a special building for a craft centre. Such co-operation was welcomed: it is a sign of the times that the offer should have been made.

Local school exhibitions combining specimens of school work and handwork, and garden exhibits, were common. Equally common were the Group, District and Central exhibitions. Frequently the finals of the Drill and Games competitions were held at the same time. At these exhibitions and at the village weekly fairs school products found a ready sale. All States and Settlements sent exhibits to the annual All Malayan Agri-Horticultural Exhibition at Kuala Lumpur. Malacca scored the highest points in the total aggregate for school exhibits in 1938. Negri Sembilan with sixteen prizes, Penang with fifteen, Selangor with eleven and Pahang with six were also successful with their exhibits.

The photograph on the opposite page shows Malay boys at work in the vegetable garden of their school. This is a Negri Sembilan scene but it shows what happens at most Malay schools in the Straits Settlements and Federated Malay States for the first half hour or so before the school session begins. Each boy or group of boys has his plot. It must not be supposed that an air of activity has been assumed for the purpose of the photograph. There is little time to get much done before school opens and as a rule the boys throw themselves with vigour into their work. They wear shirts and shorts, ideal costume for gardening. One boy holds a watering can, providing the water urgently needed by the parched earth during the spell of unusually hot weather that prevailed at the time the photograph was taken. Most of the boy workers are wielding the *changkul*, the Malayan hoe used for digging, that serves as both spade and hoe. Part of the fence that is so necessary for the school garden, to keep out stray animals or acquisitive neighbours, can be seen. To the right is the tool shed. Few schools can boast of one that is so large and so imposing in appearance. There was a time when tools were kept in careless disarray in or beneath the school building. Now there is usually a shed, if not supplied by the Government then purchased from the school funds provided by the boys' subscriptions, or put up by the handy school scouts. The tools are well looked after and pride in their care, as in the condition of the school garden, has become the rule rather than the exception.



The importance of which gardening is invested is shown by the large proportion of schools with gardens. Five hundred and seventy-three out of the 662 schools in the Straits Settlements and Federated Malay States had gardens and included practical gardening in the curriculum in 1938. As in past years officers of the Department gave invaluable assistance by periodical visits and taking part in the competitions for the best school garden held in every State and Settlement. In Negri Sembilan and Pahang, the Refresher Courses for teachers included gardening. In Penang and Malacca special courses for teachers were held at the local Farm Schools. Detailed reference to the training of teachers in this subject of vital importance in schools preparing boys for village life will be found in Chapter VII.

Pupils are also encouraged to have home gardens. Over 10,000 pupils of the Malay schools in the Straits Settlements and the Federated Malay States had their own home gardens. The largest number of home gardens was in Perak (over 3,000) but Penang (2,800) had the largest proportion compared to school enrolment and was closely followed by Selangor (2,400). Singapore (including Labuan) alone was without any. Selangor reported a slight decrease in numbers, though not sufficient to deprive that State of first place in the Federated Malay States; the decrease was attributed to the better price for rubber. It must be regretfully noted that it cannot be concluded from these comparatively large numbers of home gardens that the schools have succeeded in creating a desire among boys to have their own gardens. The movement is still an artificial creation, dependent upon stimulus and encouragement from the school. The standard of the home garden in general leaves much to be desired. Moreover as soon as a boy leaves school he usually ceases to take much interest in the cultivation of vegetables or growing fruit trees—and yet malnutrition is by no means uncommon. But it has to be remembered that it takes time to create habits. In consequence, the importance of encouraging home gardens is constantly emphasized. Teachers continued to conduct excellent and sustained propaganda. The Negri Sembilan Malay Teachers' Association as in past years gave prizes for the best home gardens of pupils in each group of schools. In no other State is propaganda more urgently needed. It is disheartening to see the neglected ground around the village houses. Possibly this is more marked here than elsewhere on account of the "Adat Perpatih", that is the custom whereby the tribal descent is derived from the women so that they own the land and the houses: a man is a member of his mother's tribe until by marriage he joins that of his wife. The women may not travel: the husband must settle in his wife's village. As a result the men take little trouble in developing the land and sometimes there is active opposition to the school campaign for home gardens.

There were 28 schools with rice plots. These plots were to be found in Perak, Pahang, Malacca, Penang and Labuan.

Poultry-keeping continued to show good progress. It flourished in twenty schools—two in Malacca, two in Penang, one in Labuan; two in Perak, two in Selangor, eleven in Pahang.

Nearly every school had a small library and the boys were given every encouragement to borrow books. Most schools were supplied with a daily newspaper and a copy of the "Majallah Guru", the monthly organ of most of the Malay Teachers' Associations in the Straits Settlements and Federated Malay States. Villagers were encouraged to borrow books and papers but there was not much response. On the other hand it was reported

that quite a number of Malay books found their way into the villages and the increasing number of Malay publications and papers would suggest that the Malay reading population is steadily growing.

The total number of pupils entered for the Standard VI examination in the three centres (Perak, Malacca, Singapore) was 544 of whom 468 passed. The percentage of passes was 57% for Perak, 100% for Malacca and 86% for Singapore. These were carefully selected pupils and it is regarded as reasonable that about 80% of them should qualify for a certificate. It is necessary to mention that each State or Settlement sets and marks its own papers and since conditions, criteria and examiners vary these percentages, and those given below for Standard Five, do not provide a valid basis of comparison.

The total number of pupils entered for the Standard V examinations (including also the girls in these schools) was 7,823 of whom 5,271 passed. The percentage of passes was 80% for Singapore, 95% for Malacca 80% for Penang; 30% for Perak, 85% for Selangor, 64% for Negri Sembilan and 66% for Pahang. Provided the school syllabus is carefully followed and the usual progress is made, the percentage of passes should not normally be lower than 75%. But this does not take special conditions into account and, as explained above, these figures do not provide a valid basis for comparison.

Excluding three schools in Pahang and one each in Penang and Selangor that were not graded, and including the Singapore aided school that was graded with the Government schools, there was a total of 657 schools graded as follows:—

	Excellent	Good	Fairly Good	Fair	Unsatisfactory
Singapore	2	8	7	4	1
Penang	5	41	23	—	—
Malacca	11	65	3	—	—
Perak	4	68	107	46	6
Selangor	13	27	30	6	3
Negri Sembilan	8	61	17	—	—
Pahang	3	42	43	3	—
1938	46	312	230	59	10
1937	49	293	178	98	30

As with the percentage of passes so with the grading, assessed by different inspecting officers in each State and Settlement, there cannot be any valid basis of comparison but it is safe to draw the general conclusion that satisfactory standards of efficiency were on the whole maintained and in some directions, as shown in the reduction in the number of the unsatisfactory schools, further progress registered.

In the month of October (before the beginning of the Fasting Month, the end of the Malay school year) there were 2,382 men teachers of all grades of whom 1,658 were trained, 234 were untrained, 481 were pupil teachers, and nine were technical instructors. Efficiency in Singapore and Pahang continued inevitably to suffer on account of their larger proportions of pupil teachers but to remedy this the quota of students to the Training College has been gradually increased during past years.

The Principal of Sultan Idris Training College is also Assistant Director/Adviser for Malay Schools. The European Inspectors who



officers in the various States of the Education Departments of the various States and Settlements are assisted with the administration and inspection of Malay schools by Malay officers, namely the Assistant Inspectors of Malay Schools.

The Malay school forms the source of supply for teachers. Selected pupils of the schools are first of all appointed pupil-teachers, when they are about 14 years old, on a salary scale of \$15 a month rising by annual increments of \$1 a month to \$20 (£21 a year rising by annual increments of £1 8s. a year to £28 a year). Between the ages of sixteen and eighteen these pupil-teachers sit for the examination qualifying for admission to the Sultan Idris Training College. This examination is competitive inasmuch as the number of places available yearly is limited and there are always many more candidates who pass than there are places. On obtaining places they proceed to the college for a three-year course at the conclusion of which, provided they have satisfactorily completed the work expected of them, they become "Trained Teachers". They are then employed as "Assistant Teachers". Later they may become "Head Teachers", each in charge of a school, and "Group Teachers", that is, supervisors of a number of schools. It is possible for Group Teachers of marked merit to be selected when vacancies occur for appointment as Assistant Inspectors. So far only one has been selected for appointment (a Perak Group Teacher appointed Assistant Inspector of Malay Schools for Penang in 1937). The commencing salary for the lowest grade of trained teachers is \$30 a month (£42 a year) with a possible final salary of \$160 a month (£224 a year). Men who reach the status of "Head Teachers" are eventually placed on the pensionable establishment of the Government service; the retiring age is 55.

As in past years, wherever possible there were in 1938 special pupil-teachers' classes for candidates for the College entrance examination and where this was not possible the pupil teachers obtained help from the trained teachers of the schools in which they were teaching. Pupil-teachers who fail to gain admission to the training college before the age of 18 are required to leave the service.

Chapter VII gives details of the training provided for teachers in the Malay schools and Chapter IX deals with the provision for moral and physical welfare including an account of the medical inspection and the various out-of-school activities.

The opportunity is now taken of making reference to the routine work of the Inspector of Schools, Pahang most of whose time is spent in inspecting Malay schools. It should be put on record, for the fast-moving developments of modern times will no doubt soon give the inspecting officer in Pahang as prosaic a timetable as that now followed by most of his colleagues in the Straits Settlements and Federated Malay States.

The Pahang Inspector probably comes into closer contact than any other inspecting officer in the Federated Malay States with the home life and conditions of the Malay villager. Tucked away as many of the Malay Schools are, on the river bank, on the coast, or even far into the jungle, the Inspector can reach many of the 100 Malay Vernacular Schools only by raft, by boat, or by walking, and such journeys sometimes entail an absence of two or three weeks from headquarters. The only way to find many of the schools is with the help of a local guide. Even then it is advisable never to rely too much on the guide, for, as often as not, in a well meaning endeavour to be helpful, he suggests a short cut. Two such short cuts that were taken provided painful memories, emphasizing the fact that in the end, the longest way round often proves to be the shortest. On the first occasion the Inspector was visiting the Malay School at Endau, on the borders, of

Johore. One of his companions said that the quickest way to reach the Malay School was to take a short cut through the Johore territory rather than the more prosaic and apparently longer route that involved following the twists and turns of the river in the motor boat. On the face of it, the statement seemed reasonable, and an examination of the map appeared to bear it out. So the party left the boat and set off with a happy heart. But what with taking a wrong turning, difficulty in getting a boat to cross the river, landing from the boat too soon, and ploughing through a maze of buffalo wallows, it was a very tired and hot Inspector, rather ruffled in temper and scarcely on speaking terms with the rest of the party, who eventually arrived at the school, to find that the boat party had been waiting there a matter of an hour and a half.

On the other occasion no-one else but himself could be blamed. He decided on a short cut from the Malay School at Chat to that Ulu Dong. Normally, to reach Ulu Dong from Chat, one would go on foot the six miles back from Chat to the main road, take a car to Dong and then walk the twelve miles in from the road to Ulu Dong. However, report said that there was a track direct from Chat to Ulu Dong, and the map showed it to be a distance of only six miles. True, the map also showed a range of hills between the two kampongs, but what of that? There was the whole afternoon in which to do the walk. So after inspecting the school at Chat, the Inspector in company with the State Agricultural Officer and sundry guides and coolies, set hopfully off. For the first half hour or so all went well, the party made good progress along a rough but not unpleasant track, and mutual congratulations were exchanged on the perspicacity shown in choosing this shorter track rather than the alternative very much longer route. After about forty minutes walking, however, the party reached the foot of the hills, and there troubles began. Instead of following up the stream in the valley between the hills and thus climbing gradually, as had been anticipated the track, climbing gradually, as had been anticipated the track, climbed sheer up the face of the mountain side. The further the party went, the steeper became the track, the more overgrown it turned out to be, and the more active were the leeches. Eventually, hands as well as feet were called into use to climb what was beginning to approximate to a precipice. Many halts were called, and "a plague upon this short cut" was the cry. The Malays with the party confessed that they never used the track themselves owing to its steepness, and they told of a former Inspector who had started on the same track only to turn back half way. However there was no going back this time, but setting his teeth and vowing never to attempt short cuts again, the Inspector climbed slowly and wearily upwards. He was very tired and out-of-breath when eventually he staggered to the top, having climbed nearly 2,000 feet in approximately two miles. However, such trips have their compensations. The descent to Ulu Dong was comparatively easy, and a bath in the cool waters of the Dong river, where it emerges from the jungle, one of the coldest rivers in Pahang, followed by a curry eaten by the light of a full moon in the school garden, soon restored good humour, and not even the hard boards of the school floor, without any intervening mattress, could rob him of a good night's rest.

One of the most pleasant features of the life of the Pahang Inspector is the tour of inspection of the distant schools—some on the river, others on the coast—such a tour often lasting as long as three, or even four, weeks. A tour of inspection of the river schools, drifting down the Pahang river in a house-boat, visiting two, may be three, schools on the river bank each day, stopping for the night near some quiet riverine kampong, where the village folk live a peaceful detached life in a world of their own, cut off,



they are, from the outside world, yarning of an evening with friends who have probably never heard of Mussolini or Hitler, of Canton or Shanghai or Munich—such a tour has many merits, and helps to instill a proper sense of values to a mind that has been after crisis in the inner world outside. Such days spent on the river enable one to catch a glimpse of the real Malay—the Malay of ten days before the road, the motor car and cinema had come to revolutionise his life. And, if there is a musician in the party, as there generally is, and a full moon in the sky, such a night spent in a riverine village will remain indelibly impressed on the memory. There are unforgettable scenes to treasure in the mind. One such may be mentioned, the scene on the Pahang River at Paloh Hinai early in the morning, one day in September. The house boat was moored in midstream. The river was still shrouded in the early morning mist, so white that it was impossible to see the river banks, two hundred to three hundred yards distant. The rising sun, appearing through the mist like a great ball, slowly climbed out of the river to the east. Gradually the bank of mist dispersed, though patches of it still hung about here and there on the face of the water. Suddenly out of one of these patches of mist downstream shot first one, then a second, and then a third sampan, children going to school in their boats. One caught a glimpse of them for a few seconds, then they were swallowed up in another bank of mist upstream, though their shouts and laughter, as they raced to school could still be heard in the still morning air. The mist created the impression of fairy canoes moving in a misty fairy land.

#### (c) CHINESE VERNACULAR SCHOOLS

There are three types of schools:—

- (i) Those managed by properly constituted committees;
- (ii) Pseudo-public schools, *i.e.* schools organised by one or more teachers who choose their own "committee members", the principal teacher running the school to make what he can out of it, and the committee members being shop-keepers, etc., whom he persuades to lend their names in order that he may collect subscriptions on behalf of the committee of the "public" school. This practice is difficult to control without enacting legislation which may interfere, against the spirit of British law, with the liberty of the subject.
- (iii) Private schools run by teachers who rely on school fees, these schools being usually small and old in type. There are several "ping min" or free schools at which a nominal fee of 50 cents (1s. 2d.) a month is charged. The fees in other schools are usually about \$2 (4s. 8d.).

*Kuo-Yu* or colloquial Mandarin is almost the universal language of instruction in the Chinese schools. English is taught alongside *Kuo-Yu* in most schools from the first standard.

There are facilities for primary vernacular education of Chinese children in all towns and villages of any size. Nearly all these schools admit girls and boys. All the Chinese primary schools except those exclusively for girls are dealt with in this section of the Report.

Of the two Government Chinese vernacular primary schools in the Federated Malay States, both of them in Kuala Lumpur, that at Davidson Road had at the end of the year a staff of one headmaster and seven teachers and an enrolment of 227 pupils, and that at Sentul had one headmaster and two teachers and 85 pupils, 25 less than last year for the former and

... than last year for the latter. Both schools accommodate boys and girls and the education is free. There were no Government Chinese schools in the Straits Settlements.

At the close of 1938 there were registered with the Chinese Branch of the Department of Education 518 schools in the Straits Settlements with 1,887 teachers and 47,167 pupils (of whom 12,794 were girls). In the Federated Malay States there were 497 schools with 1,887 teachers and 44,367 pupils (of whom 12,095 were girls). These give totals of 1,005 schools (of which number four were Japanese, three in the Straits and one in the Federated Malay States) with 3,985 teachers and 91,534 pupils (of whom 24,889 were girls). The corresponding totals for 1937 were 914 schools, 3,304 teachers and 77,558 pupils (of whom 19,030 were girls). This all round increase is to be attributed to the ever growing demand for education. During the year 130 new schools were registered, two old ones reinstated, fifty-one defunct schools struck off the register and 666 new certificates of registration issued to teachers. Most of the new schools were small, and the increase in the numbers of teachers and pupils chiefly due to the expansions of existing schools. The troubles in China brought, especially to the Straits Settlements, a large influx of teachers and caused an increase in the number of pupils partly owing to new arrivals and partly owing to the fact that some children who would in the normal course of events have returned to China were prevented from doing so. Every registered school was visited at least once during the year by an officer of the department.

Government assistance to Chinese Vernacular Education is by a system of grants-in-aid. Aided schools in the Straits Settlements numbered 78 with an average enrolment of 20,684 while in the Federated Malay States they numbered 213 with an average enrolment of 22,805. These give totals of 291 schools with an average enrolment of 43,489. For comparison, the corresponding totals for 1937 were 268 and 35,641 respectively. All aided schools were visited at least twice a year by officers of the department.

A properly equipped two-year Kindergarten course was provided in three schools in Singapore and there were eight other schools in the Straits Settlements with kindergarten classes. In addition, some schools had infant classes for children not old enough to join the Lower Primary First Year Class.

The Primary course in Chinese schools normally lasts six years. The first four years are known as Lower Primary and the remaining two as Upper Primary. Many of the smaller schools have only the Lower Primary Course. As most of these schools are run by private persons or are under private management, there is little if any Government control over the fees charged, the hours of attendance, and the length of holidays except in the aided schools. Efforts are, however, continuously being made to effect uniformity in the calendar and other matters. The fees charged vary from 50 cents (1s. 2d.) to \$3 (7s.) a month. Poorer pupils are sometimes taken free, while a few schools are run by District Associations for the benefit of pupils from their district in China. The usual school subjects appear in the curriculum, which follows the standard curriculum used in China.

The qualifications of the teachers in these schools vary considerably. There are still some old-fashioned schools where the teachers' only qualification is an education in the Chinese classics. The number of such schools is, however, decreasing year by year. In the new style schools, which form the great majority, most of the teachers, including nearly all who have



received a higher education, have been educated in Malaya. The general minimum qualification is Junior Middle. Few of those educated in Malaya, but many of those educated in China, have qualifications better than this. The Normal Schools and girls' schools provide many teachers for the lower primary schools, and it is hoped that these schools will take increasing numbers of the training offered by these Normal Classes. Most of the teachers in English have been educated in the English schools of Malaya. The difficulty with regard to qualified English teachers is that, though there is an ample supply of qualified teachers, the smaller schools cannot provide the funds to pay them an adequate salary.

There were five prosecutions in Singapore and one in Penang under the Registration of Schools Ordinance. In each case the accused was convicted and fined. One school was refused registration on the ground that existing educational facilities were adequate. There were no prosecutions in the Federated Malay States.

#### (d) INDIAN VERNACULAR SCHOOLS

There are five types of Indian Vernacular Schools. The types are common to Malaya so that detailed separate references to the Straits Settlements and Federated Malay States will not be necessary. The first type consists of those schools, forming the majority, that are maintained by estates for the children of the labour forces, and the second consists of those schools maintained by missions, or by Associations: most of the schools in these two groups receive grants-in-aid. The third type consists of proprietary schools run for profit by a proprietor-teacher: the schools in this group are usually unsatisfactory and they are fortunately few in number. The fourth type is the Government Tamil School (unrepresented in the Straits Settlements), of which there were in 1938, eight in Perak, four in Selangor, and one in Negri Sembilan: these schools exist principally for the children of Government employees. The fifth type of Indian school is that conducted by a single Department, such as the Sanitary Board (Municipal) Tamil School at Klang which exists primarily for the benefit of the children of the Sanitary Board employees.

The Singapore and Malacca three night-schools for adults held classes throughout the year. They were attended by the employees of the Sanitary Boards, and were self-supporting. The Co-operative Department assisted in the establishment of these schools.

Estate schools are mostly Tamil schools; but in 1938 there were— in Perak, nine Telegu schools and fourteen schools with Telegu sections, and two schools with Malayalam sections; in Selangor, two Telegu schools, one Singhalese, and one Ghurka school; in Negri Sembilan, two Oriya schools, one school with an Oriya section, three schools with Telegu sections and one Punjabi school; in Malacca, one Malayalam school. There were also two Hindi schools in the Federated Malay States, though not on Estates. In Pahang there is one estate school, at Cheroh near Raub, which has three sections, Tamil, Telegu and Malayalam. A photograph of this school appears on the opposite page.

This school opened only in August, when this photograph was taken, and is making good progress. There is a teacher for each section of the school, but all classes take physical drill, gardening, etc. together. The children here, like those at Batu Kawan Estate School, Province Wellesley, at Yam Seng Estate School, Perak, and at a number of others, are given during the morning a special meal which has been prepared according to a diet drawn up by the estate doctor who has had long experience in matters

Malaya almost ceased during the year, whereas there was a steady stream of labour returning to the Madras Presidency. Sixty-six of these 602 schools and 172 of the 25,706 pupils (1,201 girls) were in the Colony, and 536 schools and 22,534 pupils (7,021 girls) in the Federated Malay States. The figures for each State and Settlement (pupils in brackets) were—Siam 110 (8,345), Penang 28 (1,917), Malacca 30 (910), Perak 191 (9,939), Selangor 224 (9,905), Negri Sembilan 100 (4,280) Pahang 21 (561).

Grants-in-aid amounted to \$135,688 (£15,830 5s. 4d.) as compared with \$122,251 (£14,262 12s. 4d.) in 1937. This was at the rate of \$8 (18s. 8d.) for each pupil who fulfilled the prescribed conditions. The full details of these grants showing the amount paid in each State and Settlement will be found in Appendix XVII. The amount paid by the Colony was \$18,805 (£2,194) and by the Federated Malay States \$116,883 (£13,636).

The numbers and percentages in the different classes in the Government and Aided schools at the end of the school year were as follows:—

Class	NUMBER IN CLASS BOYS AND GIRLS		PERCENTAGE OF TOTAL ENROLMENT	
	1937	1938	1937	1938
Primary				
Standard I	11,374	12,631	62	55
Standard II	3,694	4,385	16	19
Standard III	2,224	2,911	11	13
Standard IV	1,338	1,726	6	8
Standard V	658	929	4	4
Standard V	183	240	1	1
Total	19,471	22,822	100	100

The percentages in private schools did not differ very widely from those in the Government and Aided schools but they were not included in the above table because these schools were not examined class by class by Government inspectors as were the other schools.

Children start to attend school at the age of 5, 6 or 7, but it will be observed from the details given above that few of them complete the full six years' course. The children of parents in clerical or similar employment are usually removed from the Indian school at an early age in order to gain admission to Government or Government-recognized English schools for which the minimum age-limit for admission for children knowing no English is "not over 8". On the other hand, the children of illiterate or semi-illiterate labourers, and these form the largest group, are removed early from school in order to help in the fields or in the home. The gradual improvement in the vernacular school and its growing reputation, and yet other factors, such as the mental awakening of the labourers, should slowly improve the position with regard to this second group.

An experimental Standard VI was started in Selangor and this standard may receive recognition at the end of 1939 in certain approved schools. A tentative syllabus and list of books were drawn up during the year.

Education is not compulsory. It is entirely free in estate schools: as in past year, in 1938 in some of these schools the children received free uniforms, and in a few schools they received a gift of rice if attendance was satisfactory. In the other schools, fees ranging from 25 cents (7d.) to \$1.50 (3s. 6d.) a month were charged, but many poor children were admitted free.



The usual subjects were taught in 1938—reading, writing, dictation, recitation, composition, arithmetic, geography, general knowledge, hygiene, and, according to the ability of the teacher, drawing, handwork, singing, physical training and gardening. These subjects were all taught in the mother-tongue of the children. English is not included in the curriculum of the Aided Vernacular School.

The visits of the Assistant Inspectors of Tamil Schools and of the Tamil Visiting Teachers continued to effect improvement in the work of the schools; handwriting, reading, and, in some schools, arithmetic showed considerable advance. Hygiene was made as practical as possible instead of the mere memorizing of answers from a text-book. School vegetable gardens improved very considerably and received enthusiastic support from many estate managers: the Agricultural Department continued to assist with advice and instruction. The best school gardens were in Province Wellesley due possibly to the annual competition initiated in 1938 for which sixteen schools entered. In Perak and Negri Sembilan the gardens also improved considerably. It is hoped that this side of the school work will continue to be developed as it has not only a high educational value but also a community value since it helps to provide food. At the same time it may encourage the labourers to consume food of a higher nutritive value than that which forms their present normal diet.

Physical Training, on which greater stress was laid than in past years, improved where the teachers had received training or where they were sufficiently adaptable and interested to benefit from the demonstrations given by the Assistant Inspectors of Tamil Schools.

Geography was still generally unsatisfactory; and handwork, although a good feature in a few schools [such as the Taiping Convent Branch School, the Singapore Vivekananda Tamil School, and the Malakoff (Province Wellesley) Estate School, where jute planted in the garden is made into ropes in the school] still suffered lamentably from the lack of funds for materials.

Two steps were taken during the year with the special purpose of improving the general standard of work. Firstly, teachers were instructed to put their pupils through the primary class in one year, instead of allowing them to spend two or three years drifting aimlessly along in this class. Secondly, school managements were requested not to allow after the end of February in each year new admission of children, who had as yet learned nothing and were entering school for the first time.

Little permanent improvement in Indian Vernacular Schools, however, can be expected until the pivotal force in the school organization *viz.* the teacher, is improved in quality. The question of finance looms large in this as in most other matters where new ground is to be broken and where progress is desirable. In short, to get good teachers, higher wages will have to be offered. Even though quarters are usually provided no teacher can be expected to remain keen and efficient on a monthly salary of \$20 (£2 6s. 8d.), with no prospects of an increment: yet this is the position with many estate teachers.

At the end of the school year the number of the teachers in the registered schools was 847. Of these 129 were trained teachers. Certain minimum qualifications are prescribed: applicants recommended by Managers who did not possess these qualifications were required to take a Departmental examination. Indian training is not always found to be a suitable preparation for local estate schools and training classes for local

teachers exist in several centres, further reference to which will be found in Chapter VII.

The question of forming central schools, to be attended by children of several adjoining estates, after the style of Estate Group Hospitals, was under discussion during the year. Such schools would be an immense improvement on the present system of very small schools with one teacher taking several classes, but no solution was found to the difficulties of transport and organization involved. The possibilities will be further explored in 1939.

In spite of many difficulties, the work in some of the Indian schools was encouraging and of a surprisingly good standard. In particular, some of the Government Tamil schools and the larger Mission or Association schools, such as the Raub (Pahang) Town Tamil School, were deserving of special praise.

A new list of recommended text-books was issued during the year and supplies of the new books were obtained by most schools. About twenty new school buildings were erected and a similar number extended or otherwise improved. Managers paid more attention to the question of suitable buildings and playing fields and frequently sought the advice of the inspecting staff. At several schools see-saws, swings and shutes were erected. Two schools in Negri Sembilan had their own swimming pools. Three schools had Scout Troops—the Seremban Government Tamil School, Sengat Estate near Ipoh, and Jawi Estate in Province Wellesley.

The general cleanliness of the pupils improved. It must be remembered that on estates many of the parents leave the lines to go to work while it is still quite dark and have little time to attend to their children's cleanliness or dress. Inspecting Officers reported that bearing these and other difficulties in mind they considered the appearance of the children in most estate schools as quite creditable.

Inspections of Indian Vernacular Schools were regularly carried out by the Assistant Inspectors of Tamil Schools, four in number, (one each for the Colony, Perak, Selangor and Negri Sembilan and Pahang combined) assisted by two Tamil Visiting Teachers in Perak and one in Selangor.

The officer of the Malayan Educational Service who had been selected to study Tamil in India assumed duty on his return to Malaya on the 1st April, 1938 as Inspector of Indian Schools, Straits Settlements and Federated Malay States. His influence was reflected in the better work and organization of the schools. His comparative knowledge of conditions made it possible to extend this section of the annual report and to present a more comprehensive survey than in former years of the work and influence of the Indian schools.

## CHAPTER V

### SECONDARY EDUCATION—BOYS

#### (i) GENERAL

##### (a) *English Schools*

The English schools, *i.e.* those in which English is the medium of instruction in all subjects, are almost the only schools that can be regarded as giving a secondary education. There are, however, one or two Chinese schools that are secondary in nature or that have secondary classes and reference will be made to them later.



The English schools are preparatory ("feeder") schools for secondary schools, or they are secondary schools with Primary departments, or they are purely secondary schools. Of the last class there were seven. The Raffles Institution, the Cairnhill Anglo-Chinese School and the Victoria School in Singapore, the Penang Free School and the Anglo-Chinese High School in Penang, the High School in Malacca, and the Victoria Institution in Kuala Lumpur. A Primary school or department consists of the two Primary classes and Standard One. A middle school or department consists of Standards Two to Five inclusive. A secondary school or department consists of Standard Six upwards. A parent who sends his son to an English school hopes to keep him there until the end of the secondary course. The mission schools usually embrace in one building all three departments—primary, middle and secondary—as they prefer to keep their pupils under the one management from infancy to adolescence and the expense of a multiplicity of buildings is thereby avoided.

Pupils are admitted, irrespective of race or class, when they are six or seven years of age. They normally reach the School Certificate class when they are from sixteen to eighteen years of age. Some receive double promotion and it is not very unusual to find boys of 15, and sometimes even of 14, entering for and passing the School Certificate Examination. Attendance at English Schools is not compulsory.

The fees are \$30 (£3 10s.) a year for the first eight years, and thereafter (in Standard VII and above) \$72 or \$108 (£8 8s. or £12 12s.) a year depending on ability. These higher fees will not come into operation till the year 1942 except in the case of pupils who join these higher classes direct. Fees are payable monthly.

The arrangement regarding free places for Malay pupils were briefly as follows. If they passed Standard IV (or in some centres, Standard III) in the vernacular school at an age enabling them to enter the English School before the age of eleven, they were accepted as free scholars or given scholarships covering the fees. Some, in addition, were given more valuable scholarships of \$8 to \$10 a month (£11 4s. to £14 a year).

In the Straits Settlements, free education to children of races other than Malay was granted in necessitous cases, usually when there had been an unexpected change in the circumstances of the parents since they sent their children to school. Mission schools, in addition, were permitted to give a limited number of free places. Both the scholarships and the privilege of remission of fees are subject to yearly revision and are not continued if conduct or diligence is unsatisfactory. In the Federated Malay States similar conditions obtained except that on economic grounds no new remissions were given from 1936 onwards.

The number of boys receiving free education or scholarships in the Straits Settlements in 1938 was 2,276 and in the Federated Malay States was 1,966, a total of 4,242. The percentage of boys receiving a free education or holding scholarships was 16% for the Straits Settlements and Federated Malay States combined. For the Straits Settlements and Federated Malay States combined the percentage was 12% a decrease of 2%, and for the Federated Malay States 16% also a decrease of 2%. Details of the races of pupils receiving free education will be found in Appendix IX.

The number of non-vocational English boys' schools and their enrolments at the end of November is shown in the table on the opposite page. This table excludes the three private Hill schools for European





children with 75 boys and 108 girls. Adding 257 boys in girls' schools the total number of boys receiving an education in English was 44,323 as compared with 41,294 in 1937.

A few of the pupils attending these boys' schools were girls' but co-education is not a policy of the Department of Education. The arrangement was permitted only where there were no girls' schools in the neighbourhood or for other satisfactory reasons. Girls may not be admitted when there is insufficient accommodation for boys.

The number of English boys' schools in 1938, in the Straits Settlements was 42, that is one more than in 1937, and in the Federated Malay States was 36, that is one more than in 1937. Thus the total for 1938 in the Straits Settlements and Federated Malay States was 78, an increase of two over 1937. The extra school in the Straits Settlements was the Choon Guan English School. This English Presbyterian Mission School was formerly an unaided school but was accepted as a grant-in-aid school from 1st January, 1938. The number of Government schools in the Colony was 22 and of Aided schools 20. The number of Government schools was increased by one because the former Aided school, the Gan Eng Seng School was taken over by the Government on 1st January, 1938. This school named after its founder had rendered excellent service to the community for over fifty years as a private and aided school. The School Committee was compelled on economic grounds to ask for the school to be taken over by the Government. It should be noted that there was no decrease in the number of Aided schools in the Colony as compared with 1937: this is explained by the addition of the Choon Guan English School mentioned above. The increase of one in the number of schools in the Federated Malay States was due to the opening of a new Aided school (Methodist Boys' School, Sentul) in Selangor. Of the thirty-six F.M.S. schools, twenty-three were Government and thirteen aided. Forty-five of the seventy-eight schools in the Straits Settlements and Federated Malay States were feeder schools (three with only primary departments, six with only middle departments and twenty-five with primary and middle departments); thirty-five were schools with primary, middle and secondary departments, and eight were purely secondary schools. The second paragraph of this chapter explains the various departments and their local nomenclature.

The schools are all situated in cities and towns. They are open for at least 191 school-days (Mondays to Fridays inclusive) a year either (as is most common) for one session daily, from 8 A.M. till 1 P.M. or from 8.30 A.M. till 12 noon in the morning and from 1 P.M. till 3 P.M. or later in the afternoon. Some schools open in the afternoon and on Saturday for preparation and for extra classes. In 1938 the school year was divided into three terms, the same terms being observed by all schools. The longest vacation lasted from the 10th December, 1937 till 16th January, 1938.

The average enrolment of boys' schools in the Straits Settlements was 18,038 (Government schools 9,195; Aided schools 8,843), and the percentage of attendance was 97% (Government schools, 97%, Aided schools 96%). In the Federated Malay States the figures were 12,863 (Government schools, 6,870; Aided schools, 5,993) and 97% (Government schools, 97%; Aided schools, 96%). The total average enrolment for the Straits Settlements and Federated Malay States was 30,901, namely 16,065 in Government schools and 14,836 in Aided schools, and the percentage of attendance was 96%.

## S.S. and F.M.S.

## ENROLMENT AND PERCENTAGE OF EACH CLASS

	ENROLMENT						PERCENTAGE		
	Straits Settlements		Federated Malay States		S.S. & F.M.S.		Straits Settlements		Federated Malay States
	1937	1938	1937	1938	1937	1938	1937	1938	1937
Special Malay Classes ..	309	287	654	640	963	927	1.0	1.6	5.7
Primary Classes ..	3,343	3,603	2,018	2,172	5,361	5,776	19.0	20.5	17.5
Standard I ..	1,652	1,736	1,011	1,117	2,663	2,853	9.7	9.9	8.8
" II ..	1,570	1,722	954	1,024	2,524	2,746	9.2	9.8	8.3
" III ..	1,631	1,624	1,003	970	2,634	2,594	9.6	9.3	8.7
" IV ..	1,727	1,782	1,285	1,220	3,012	3,002	10.2	10.2	11.2
" V ..	1,747	1,692	1,144	1,292	2,891	2,984	10.3	9.6	9.9
" VI ..	1,494	1,518	1,030	1,074	2,524	2,592	8.8	8.6	9.0
" VII ..	1,326	1,350	935	998	2,261	2,348	7.8	7.7	8.1
Junior Certificate Class ..	1,103	1,151	880	829	2,043	1,980	6.8	6.6	7.7
School Certificate Class ..	981	1,018	506	672	1,547	1,690	5.8	5.8	4.9
Post School Certificate Classes	54	64	21	12	75	76	0.3	0.4	0.2
TOTAL ..	16,997	17,547	11,501	12,020	28,498	29,567	100.0	100.0	100.0



The classes from the lowest upwards are named Primary I, Primary II, Standard I, Standard II ..... Standard VII, the Junior Certificate and the School Certificate Class and pupils as a rule spend one year in each of these eleven classes. The table on the opposite page shows the vertical distribution by standards at the end of the school year, giving the enrolments of each class and the percentage of the enrolment of each class to the total enrolments of the school. It was necessary to combine Primary I and II in this table because one State (Negri Sembilan) as a measure of economy three years ago combined Primary I and II requiring the work of two years to be done in one year. The results of the experiment have not been such as to justify its continuance and have placed the boys in the schools of that State at a disadvantage. It is hoped that it will be possible to make adjustments so as gradually to restore the two classes in all the schools: a beginning was made in 1938. It will be noted, if comparison is made with the 1937 lower class from which pupils were promoted, that similar conditions obtained in the Straits Settlements and Federated Malay States. Up to Standard IV the numbers in 1938 were actually higher than in the corresponding lower classes for 1937. This illustrates the loud knocking at the entrance door of these standards in all schools. There are few places where numbers of pupils had not to be turned away. The largest unsatisfied demands were in Singapore and Kuala Lumpur. It is not surprising then that these tables show that most vacancies that occur in the lower classes are immediately snapped up. Parents frequently arrange private tuition or send their sons temporarily to private schools and try every conceivable mode of persuasion upon the harassed Principals to gain admission for their boys as soon as possible into the Government or Aided school. At Standard Five (the last standard in the middle department) however, as the figures show, there is a change. Boys begin to drop out under the selective process. At Standard Six (the first standard in the secondary department) the first large drop occurs. Boys are not promoted to Standard Six unless they are regarded as likely to be able successfully to complete the four year secondary course. For every succeeding year in the school course there is a gradual drop in enrolment due to the continuing process of selection and to the gradual absorption of boys into employment.

The Aided schools are given a free hand in the matter of *promotions* and are left to make for themselves in accordance with the principles set out in the Education Code the selection to which reference is made above. Government schools that are complete within themselves, that is with primary, middle and secondary departments under the one management, are also delegated with the responsibility of selection. But in certain centres namely Singapore, Penang, Malacca, Kuala Lumpur and Seremban the Government secondary schools have a number of "feeder" schools and some special system of selection is necessary. For some years there was an entrance examination in each centre. But the external examination fettered schools and led to concentration upon certain sections of the school syllabus at the expense of other vital sections—in particular oral English suffered. Singapore was the first to break away from these fetters. To each "feeder" school in Singapore is allotted a quota fixed mainly in relation to enrolment and pupils are selected by a board consisting of the Head of the "feeder" school, the Head of the Secondary school, and the Senior Inspector, from a list of nominations by the "feeder" schools. The list of nominations presented to the board is the order of merit as

assessed by the school and is confined to those boys who are regarded as likely to be able successfully to complete the school course: it contains full details of the school record of the boys and their results in the school annual examination. A few of the question papers for the school annual examinations are set (but not marked) by the Education Department; their use is optional, though in practice so far schools have always taken them, and they form only a part of the annual examination. This Singapore system of selection is that now followed, with certain local variations, in all centres except Malacca. Malacca still retains a special examination set and marked centrally but the school records of pupils are consulted before the final selection is made. The percentage of promotions from Standard Five to Standard Six in these five centres were Singapore 72%, Penang 80%, Malacca 85%, Kuala Lumpur 57%, Seremban 82%. The percentage was dependent in part on the incidence of vacancies but no boy was promoted who was regarded as unfit for higher studies. In Singapore a series of intelligence tests at a typical "feeder" school showed that the quota allotted almost coincided with the number of those who in these tests got results indicating that they possessed the ability to follow a secondary course.

The *superannuation* rules approved by the Department were applied by schools, Government and Aided. These rules require that up to Standard Seven pupils must be rusticated who fail at the end of the school year to gain promotion twice, whether in one and the same standard or in two different standards, unless they are still within the prescribed age limits for the class when by special application they may remain in the class. Pupils who fail twice in the Junior Certificate or School Certificate examinations are also rusticated, subject to the same condition regarding special application. No pupil is allowed to remain in school after the end of the school year following that in which his nineteenth birthday occurs.

The average ages of pupils in the various classes at the end of the school year were in years and months:—Primary I, 7.10; Primary II, 8.10; Standard I, 9.10; Standard II, 10.10; Special Malay I, 11.7; Special Malay II, 12.6; Standard III, 12; Standard IV, 13.2; Standard V, 13.10; Standard VI, 14.11; Standard VII, 16; Junior Certificate 16.10; Senior Certificate, 17.10. The average age of pupils in Standards Four and above in the Government schools is generally slightly higher than that of pupils in aided schools because it is in Standard Four that the Malay boys come from the Special Malay classes into the general stream and the Malay boys, as they have been to the Malay school first, are older than pupils of other races.

As for the *races* of the pupils in English schools, they come from all parts of the world. There may be as many as seven or eight different mother tongues represented in the normal enrolment of the lowest Primary class. Few children know English when they are admitted to that class. Even Malay, the "lingua franca" of the country, is not known to many children of their age. In consequence English, the medium of instruction, must be taught by the "Direct Method". Teaching from the beginning through the medium of a foreign tongue constitutes a special problem. There are very few European children and the main races represented are to be found divided among schools as follows—Eurasians chiefly at the Christian Brothers' schools, the Malays chiefly at the Government



schools, and the Chinese and Indians almost equally divided among all schools. The diversity of races (though not the diversity of tongues as those classified as "Chinese" speak a number of dialects and the "Indians" represent a number of languages) is shown by the following table, showing numbers at the end of the school year in 1938:—

Race	STRAITS SETTLEMENTS		FEDERATED MALAY STATES		S. S. & F. M. S.	
	Number	Percentage	Number	Percentage	Number	Percentage
Europeans & Eurasians ..	1,438	8.2	498	4.1	1,936	6.6
Malays ..	1,285	7.3	2,187	18.2	3,472	11.7
Chinese ..	12,438	70.9	5,884	49.0	18,322	62.0
Indians ..	2,184	12.5	3,371	28.0	5,555	18.8
Others ..	202	1.1	80	0.7	282	0.9
Total ..	17,547	100.0	12,020	100.0	29,567	100.0

It will be noted from the details given in this table that Chinese formed the majority of the pupils both in the Straits Settlements and in the Federated Malay States though the proportion of Chinese pupils was much higher in the Straits Settlements. There was, of course, a larger proportion of Malays in the Federated Malay States.

The photograph on the opposite page shows a *primary class* in Penang and is typical of primary classes in the Straits Settlements and Federated Malay States. There were no Malays in the class because, as already explained above, Malays are placed in the Special Malay Classes when they are transferred from the Malay to the English school. This was a class in the new Wellesley Primary School, Penang. The school was opened in June, 1938 and is a model school in building and in equipment. Individual occupations form an important part of the work of the Primary school and we are here shown a class busy with individual work. The day of regimentation is past and the boy is led to work for himself and to develop along the lines and at the rate best suited to him. The boys seen here are obviously diverted from their efforts by the presence of the photographer but the scene gives a good idea of modern methods and class arrangement. The wealth of equipment, most of it of course prepared by pupils and teachers, the cheerful pictures, the note of informality, the bright and neat appearance of the pupils and above all their attitude of sturdy independence, may be observed. One of the teachers is a man. Only women are now trained for primary work, as in general women are found to be more successful than men with younger children. But there are still some men in the Straits Settlements and Federated Malay States who are taking primary classes and in this particular school there are several successful primary trained men on the staff. When a man possesses the necessary patience, the ability to come down to the level of his young charges and to mix with them and draw them out, he frequently meets with success so marked that it requires to be witnessed to be believed.

Malay boys who come from vernacular schools after passing Standard IV (or in some centres, Standard III) are, as far as possible, placed in *Special Malay Classes* in which they are given an intensive course in English. They spend two years in these special classes and at the end of that period they are expected to be fit to go into Standard III or Standard IV. Occasionally there are boys good enough to go into

They generally come from the Malay school with no knowledge of English, though in Singapore that language is taught to certain Malay vernacular school pupils, (see Chapter IV), but they have learnt arithmetic, geography, etc., and they are familiar with the romanised script. They concentrate on English during their first years in the English school but Malay finds a place on their timetable later and they always enter for Malay in the Junior and School Certificate Examinations.

During the year the Deputy Director/Adviser conducted a detailed survey of the work of the Special Malay Classes throughout the Straits Settlements and Federated Malay States with a view to revising the Code under which they work.

There is a very generous system of free places and scholarships, and hostels are provided in all large centres for Malay boys. It is possible for a bright Malay boy to make his way by means of scholarships from the village school to the secondary English school and from there to Raffles College, the Medical College or any of the institutions for higher education in Malaya, or even, by means of the Queen's Scholarships, to universities in Great Britain. The F.M.S. Malay Queen's Scholars for 1935, 1937 and 1938 were boys who climbed the ladder of scholarships in this way. The ambitious Malay boy who possesses ability and tenacity of purpose is given every encouragement. It is one of the aims of the training given in the schools to produce an increasing number of Malay boys with the ambition and the character to aspire and to succeed.

The *Supervisor system* inaugurated in 1935 in Singapore was continued and was extended in 1938 to Penang. Under this arrangement a "Group Supervisor" (a European master) and a "Primary Supervisor" (a European mistress) regularly visit a group of Government "feeder" schools, with primary and middle departments, whose principals belong to the local staff. The work of the Supervisors is to advise, to stimulate, to teach in the schools and to conduct the Normal Classes for students in training for primary work. In addition they undertake special assignments. For instance in 1938 in Singapore the Group Supervisor made an enquiry into schools' tuckshop and food arrangements and was a member of the Board which conducted the examination in Oral English of all candidates for the Cambridge Junior and School Certificate examinations. In Penang, the Group Supervisor was made responsible for the inspection of Private Schools in Georgetown. There was no Primary Supervisor in Penang as all the primary classes there are in the Wellesley Primary School.

The usual *subjects* were taught in all the schools—English in all its branches, arithmetic, geography, history (stories of world history to begin with, English history in the middle school and British Empire History in the final secondary classes), handwork (drawing, arts and crafts), hygiene and physical training, and mathematics. Pupils often enter for the examination in their mother tongues—Malay, Tamil, Chinese, Urdu, etc.—in the Cambridge Examinations, but Malay is the only one of these languages taught in the schools. Latin is taught to boys who want to qualify for admission to the Queen's Scholarship examination or to boys who need it as a preliminary qualification for a career; the classes in this subject are frequently held outside the regular school hours.

The *Drama*, most effective aid to language teaching and to self-expression, was much used, in its various forms, in the English schools. The lowest classes dramatised stories and acted simple plays. In the higher classes more ambitious efforts, such as scenes from Shakespeare or short modern plays, were attempted.



The most satisfactory work in *Art and Handwork* was done in the two centres where the art teaching has been under expert supervision and guidance for some years, namely Singapore and Penang. In other Settlements and States the standard of past years was maintained or even excelled but expert supervision and guidance were lacking and were urgently required. A special note must again be made of the continued drive in Perak to extend handwork, in particular workshop crafts.

The work done in the schools included drawing, water colour, painting on glass, printing, passe-partout, block-cutting, printing (for textiles), paper modelling, applique, plastic modelling, decorative stitching, plain-weaving, carpentry, etc. A large percentage of the candidates for the Cambridge Examinations present Art and the percentage of passes is high. The usual annual Exhibition of Handwork was held in most schools and some schools sent exhibits to the Malayan Agri-Horticultural Show.

The Master of Music appointed in 1936 was in Singapore throughout the year. He paid regular monthly visits to 18 Government and Aided schools and stimulated interest in this important subject. Very definite progress was made, and there has been an all round improvement in the standard of singing. The standard of work varies from school to school, being necessarily greatly dependent on the individual ability of teachers as pianists or vocalists. There is a noticeable improvement in diction.

The Master of Music was one of the four school representatives on the Children's Concert Committee of which Major E. A. BROWN, O.B.E., V.D. is the Chairman. This Committee arranged in 1938 three concerts (March, June and October) for the children of Singapore. The October concert was given on two occasions as the number of applicants for seats is always more than twice the capacity of the hall, where the concerts are given. A noteworthy feature of 1938 was the revival of the Young People's Orchestra conducted by Major E. A. BROWN.

In other Settlements and States the value of singing as an aid to correct pronunciation is realized and is taught in the lower classes of most schools the standard of proficiency attained depending on the individual ability of the teachers. In one school in Malacca it reached a high standard.

Reference is made to *Hygiene* in Chapter IX (a).

The Education Code requires *Physical Training* to be included in the curriculum. This is additional to the school games, to which detailed reference is made in Chapter IXB. The main difficulties arise from (1) lack of teachers sufficiently well trained (particulars of the training are given in Chapter VII) (2) absence of apparatus, necessary if the interest of older pupils is to be retained and if there is to be for them a properly regulated and progressive syllabus) (3) want of physical training halls or rooms, to permit the inclusion of floor exercises (an important part of the 1933 Syllabus of the Board of Education) and to provide a suitable place for physical training in Malaya where wet grass in the early morning and a relentless sun at other hours make outdoor training difficult.

During the year sets of exercises for use in English schools prepared by the Superintendent of Education were printed. In Singapore the schools had yet again the benefit of the guidance of an officer specially qualified in this subject and the same officer was responsible for training courses for teachers (Chapter VII). The newly appointed Assistant Superintendent of Physical Education was posted to Negri Sembilan and as a result considerable progress was reported. On the whole there was improvement but in physical training as in Art and

Handwork there were insufficient supervising officers. The dull, mechanical lesson still reared its ugly head and the right type of lesson—dynamic, exhilarating, enjoyable—was not often found in centres without expert supervision.

The standard in *Mathematics* has been showing steady improvement for many years and the influence of Raffles College has probably shown itself more in this subject than in any subject of the curriculum. *Arithmetic* in particular has reached a high standard and in this connection the concluding paragraph of the last presidential address, on the subject of "Simplicity and Truthfulness in Arithmetic", to the Mathematical Association is of interest:—

"It only remains to tell you where to find the boys who write clean, sensible, checkable working. Nearly twenty years ago I examined about my own weight of Arithmetic papers for the Cambridge Local. They came from every latitude and longitude, and were done by children of every colour of the rainbow and the coal-mine. Good papers came from West Africa, done by Macaulay Babington Gladstone and O. O. Onabanjo, and delightful papers from Mauritius in broken English that was half French. But the gem of the collection was a batch of twenty supremely beautiful from Penang. Most of them were up to the Distinction standard; and every one of them was a work of art, a joy to the eye and a rest to the brain. Every question was easier to check by reading it than by doing it again from the beginning. The boys who did them had names that would sound queer to you. But to my mind the important point is this: there is already in the world at least one place where Arithmetic is a thing of beauty and a joy to its doer and its corrector; and when once a man has seen the kind of work they do in Penang, it is impossible to persuade him again that Arithmetic need be the depressing slush that we make of it in this country. Therefore let us either teach our children to write clean sense in simple English words, or let us charter a large ship and invite the entire population of Penang to get aboard of her, come to this dark island of superstitions, slaughter and lies, and undertake the gigantic task of our education."

There were no particular developments in the other subjects of the curriculum, though reference should be made to the increasing attention paid to the correlation between *History* and *Geography*. Historical reference sections in school and staff libraries were no longer uncommon. Well equipped Geography rooms were to be found in schools all over the Straits Settlements and Federated Malay States, pride of place in this direction being taken by Perak. The photograph on the opposite page seeks to give some idea of the Geography Room in the King Edward VII School, Taiping. The school geography room forms as important an aid to modern geography teaching as the school journey. Pupils are made to see with their eyes and to create with their hands. So in this Room we find pictures, photographs, maps, models and specimens of every kind, many of them photographed, made or collected by the pupils themselves. They are not just for show but for intensive examination and study. This Room contains a collection of local products that form a valuable miniature of Malayan industries and activities.

The schools with lecture-rooms and laboratories fully equipped for the teaching of *Science* are Raffles Institution in Singapore, the Free School in Penang, the High School in Malacca, the Victoria Institution, Kuala Lumpur and two schools in Ipoh, the Anderson School and the Anglo-Chinese School, both of which opened laboratories in 1938 for the teaching of Science. In



Some schools equipped for the teaching of Science classes are held in the afternoon and on Saturday mornings. Selected pupils from Aided schools. At the end of the year a Committee was appointed by the Government with the following terms of reference:—

"To advise regarding the aims and general nature of the science teaching in English Schools in the Straits Settlements and Federal Malay States and the type of laboratories and equipment required for that teaching."

The Deputy Director/Adviser was appointed Chairman, Mr. R. M. Young, Secretary and the other members were the Principal, College of Medicine, the Professor of Chemistry, Raffles College, the Professor of Physics, Raffles College, and the Principal of St. Andrew's School, Singapore. The Report of the Committee is not expected before the end of 1939.

*Commercial subjects* were taught at a number of schools. Some schools offered facilities for the learning of book-keeping, shorthand and typewriting, (book-keeping is the most common) and pupils entered for book-keeping and shorthand in the Cambridge Examinations but the intrusion of vocational training into the curriculum of secondary schools is not found to be successful. A note on this work will be found in a separate section of this chapter devoted to vocational education.

One thousand nine hundred and seventy two boys from Government and Aided schools sat for the *Cambridge Junior Certificate Examination* and 1,439 passed a percentage of 73; the 1937 figures were 2,026, 1,472, and 72 respectively. One thousand six hundred and fifty-six boys from Government and Aided schools sat for the *Cambridge School Certificate Examination* and 1,161 passed, a percentage of 70. Full details of the results of all candidates, including private candidates, will be found in Appendix XII.

Candidates from Government and Aided schools were as usual required to take the special School Certificate examination for Malaya which differs from the ordinary examination in demanding a pass in English and not requiring a second language. Except for this the Special Malayan examination is in all respects identical with the ordinary examination.

Liaison was maintained with the Cambridge Local Examinations Syndicate. There was detailed discussion of local problems and three officers of the Malayan Educational Service while on furlough attended meetings at Cambridge for special discussion.

A change was made in the 1938 *Oral English tests* in connection with the Cambridge Local examinations. The tests were conducted by a Board of Examiners with the Deputy Director/Adviser as Chief Examiner. The Chief Examiner selected the passages for reading, prepared the conversation tests and allocated the marks. He examined all the candidates of one Centre, one school in each State and in each of the other two Settlements. Each member of the Board was associated with him in some of the examination and in this way an attempt was made to get uniformity in method and in marking. A report was issued giving details of the test and a list of common tests has been prepared and details issued to schools. The scheme for the 1939 decide whether candidates should be given a pass in this subject and, as usual, the fact that a candidate passed was noted in his certificate. But schools were informed regarding the grades of pass awarded in accordance

with the marks. Of the total number of 3,247 candidates (girls 1,711; boys 1,536) entered for the Junior tests 68% passed as compared with 81% in 1937. This low figure was due to the weak results of private and private school candidates. The percentage of passes for boys from the Government and Aided schools was 74; 514 boys failed and the passes were graded as follows—Grade I, 9; Grade II, 171; Grade III, 387; Grade IV, 924. There were 2,530 entries (girls and boys) for the School Certificate tests and 72% passed; the weakness of the private and private school candidates was compensated for by the good results of the girls (further reference to the girls' results in the Oral Tests will be found in Chapter VIII). The percentage of passes for boys from the Government and Aided Schools was 74; 434 boys failed and the passes were graded as follows—Grade I, 18, Grade II, 98; Grade III, 315, Grade IV, 776.

The more intensive oral test, made possible by delegating the examinations to a board rather than to one examiner, was generally welcomed by schools. The need for stressing the importance of Oral English in the highest classes is widely recognized and this attempt to indicate specific lines of preparation and to invest the oral tests with added dignity received encouraging support. There were naturally weaknesses in detail, both in the tests themselves and in the organization, and much experiment is still needed. But useful suggestions were received for future tests and in time it is hoped to have a corps of expert examiners with the necessary knowledge and experience to produce a scheme of examination suited to local requirements.

Other details regarding Government and Aided boys' schools deserving of record are:—

(1) *Libraries*.—Not only are facilities growing, but the reading habit is gradually spreading. Some schools had definite library periods under the supervision of a master, who assisted in the selection of books. It is exceptional to find a school without some kind of library and many have staff and class libraries as well. In Singapore the membership of pupils of Raffles Junior Library (public) increased by 118 and in Penang of the Penang Library (public) by 141. Reading rooms with magazines and papers were to be found in most schools.

(2) *Cinematograph projectors*.—There were nine cinematograph projectors in schools throughout the country, five in the Straits Settlements and four in the Federated Malay States. The common complaint was the difficulty of procuring suitable films. The department has been exploring means of providing a supply of these films, but no satisfactory scheme has yet been determined upon.

(3) *Magazines and Debating Societies*.—The great majority of schools maintained school magazines most of them of a high standard, and all secondary schools, and many middle schools, had literary and debating societies.

(4) *Other School Societies*.—In addition to the usual activities found in all schools, to which reference has been made, there were numerous other societies, such as historical, geographical, meteorological, philatelic and photographic societies, in the larger secondary schools.

(5) *Loyal Celebrations*.—Empire Day, Goodwill Day and the King's Birthday were celebrated by all schools and the Birthday of the Ruler was celebrated in each State of the Federation.

(6) *Gramophones and Wireless Sets*.—These are increasing in number and are being used by schools more and more for educational purposes.



In the Straits Settlements, the number of teachers in Government and Aided English schools for boys at the end of the school year was 667, 554 being men and 113 being women. All the untrained teachers (16 in number) are being trained in local Normal Classes. The total enrolment of the schools at that date was 17,775 and the average number of pupils to a teacher 27; in 1937 this figure was 26. Ninety-one teachers (78 men and 13 women) were European or American; 22 of the men and 8 of the women were employed in Government schools. Five hundred and forty-four of the 560 local teachers had satisfactorily completed a course of training in Normal Classes or higher institutions and of that number 494 held in addition certificates of the standard of the Cambridge School Certificate at least. 25 of the local staff were graduates of universities and 56 were graduates of Raffles College, to which reference is made in Chapters VI and VII. The races of the 667 teachers were as follows:—Chinese 297, Eurasians 130, Indians 114, Europeans and Americans 91, Malays 24 and Others 11.

In the Federated Malay States, the number of teachers in the Government and Aided English boys' schools at the end of the school year was 452, 426 being men and 26 women. The total enrolment of the schools at that date was 12,715 and the average number of pupils to a teacher was 26; in 1937 this figure was 29. Fifty-six teachers (50 men and 6 women) were Europeans or Americans; 18 of the men, and 4 of the women, were employed in Government schools. (All the figures given exclude the staff of the Malay College). All except two of the 382 local teachers had satisfactorily completed a course of training in Normal Classes or higher institutions, and 349 of these had passed the Cambridge School Certificate examination, six were graduates of universities and 48 were graduates of Raffles College, to which reference is made in Chapters VI and VII. The races of the teachers were as follows: Indians 170, Chinese 146, Europeans and Americans 56, Eurasians 47, Malays 26 and Others 7.

The total number of teachers over the whole area was therefore 1,119, 980 being men and 129 being women. The races of the 1,119 teachers were as follows:—Chinese 443, Indians 284, Eurasians 177, Europeans and Americans 147, Malays 50 and Others 18.

The *European Mistresses* in Government schools teach in the primary department (that is, in the first three classes of the school) or supervise the work in that department and possess the Higher Froebel Certificate or some similar qualification. The missionary teachers are of two classes (i) members of the Roman Catholic Monastic Teaching Orders who possess the teaching qualifications required by the Orders to which they belong, and (ii) Missionary Teachers who are not members of Monastic Orders and who as a rule possess British or American teaching qualifications.

Details of the recruitment and training of teachers will be found in Chapter VII D. Women teachers in boys' schools are on the same salary scale as similarly qualified teachers in the girls' schools (Chapter VIII B).

The salary scheme for trained local men teachers is \$130 a month rising by annual increments of \$10 a month to \$300 (£182 a year rising by increments of £14 to £420). Five per cent. of the trained local teachers can be given superscale salaries of \$350 a month (£430 a year) and yet another five per cent. superscale salaries of \$400 a month (£560 a year). Local teachers with degrees of Universities within the British Empire approved by the Director of Education, Straits Settlements and Adviser on

Education, Malay States receive in addition a pensionable allowance of \$25 a month (£35 a year). Men missionary teachers receive \$250 a month (£350 a year). European masters in Government schools receive \$400 a month rising by annual increments of \$25 a month to \$800 (£560 a year rising by annual increments of £35 to £1,120). For these European Masters there are a number of superscale posts at salaries ranging from \$850 a month to \$1,050 a month (£1,190 a year to £1,470 a year).

The Government pays pensions to European Masters and Mistresses and trained local teachers in Government schools. The maximum pension that may be drawn is two-thirds of the final salary, and it is earned by 35 years' service. The normal retiring age is 55 though a man may be given permission to retire at 50 and a woman may be required to retire on reaching 45. The Government and the lay teachers in the aided schools contribute equal amounts to provident funds established for the benefit of these teachers.

The *Malay College*, Kuala Kangsar, which is controlled by a Board of Governors, is here mentioned separately because it is the only entirely residential school in the country (except for the three private hill schools for European girls and boys). It is for selected Malays, particularly those of royal blood or good family. There were 125 boys in the school at the beginning of the year and 141 at the end of the year. Sixteen boys left during the year, four of them on appointment as probationers in the Malay Administrative Service. The pupils were drawn from the four States of the Federation, from the Unfederated Malay States of Johore, Kelantan, Trengganu and Perlis, and from Brunei and Sarawak. Fees were charged except when exemption was specially granted by the Governors. The staff at the end of the year consisted of the Principal, three European Assistant Masters and five locally recruited Assistant Masters of whom four were Malays. The health of the boys was satisfactory throughout the year. In the Cambridge examinations 6 out of 9 passed the School Certificate examination and 10 out of 17 passed the Junior Certificate examination. On account of the present incidence of the fasting month, the College takes the Cambridge examinations in July and the school year begins at the end of July. New boys are admitted in July instead of in January. All boys were either scouts or cadets. The total strength of the three Scout Troops was 79 and the Cadet Corps had three officers and 65 other ranks. All games were as usual compulsory, the three principal games played being Association Football, Cricket and Hockey according to the season. Each boy played three times a week and on the other days had the choice of Fives, Squash Tennis, Badminton, or an evening run. Two squash courts were completed at a total cost of \$4,000. The swimming pool was very popular. There were always masters on duty and they took part in all games. The Annual Athletic Sports were held as usual. Reference to the retirement of Mr. C. BAZELL, Principal for over sixteen years will be found in Chapter II.

There was no diminution in the need for the *Singapore Government Afternoon Schools*, the enrolment showing an increase of 7%. These schools (four in number) use in the afternoon the buildings of Government schools, which have morning sessions only. They accommodate pupils unable to gain admission to the morning schools and they are staffed by qualified and trained teachers who are without employment. Co-operation and liaison with the morning schools continued and as opportunity occurred promising boys from the afternoon schools were drafted into the morning schools. The enrolment of these afternoon schools was 1,097 at the end of the school year compared with 1,026 in 1937. The total expenditure was \$43,247 and the total revenue \$39,947.



The numbers and enrolments of *Private (i.e. non-aided) English schools* for boys at the end of the school year were as follows:—

Settlement or State	No. of Schools	ENROLMENT	NUMBER OF GIRLS INCLUDED
Singapore & Labuan ..	42	5,884	603
Penang .. ..	9	939	55
Malacca .. ..	5	328	8
<b>Total S.S. ..</b>	<b>56</b>	<b>7,151</b>	<b>666</b>
Perak .. ..	29	2,998	394
Selangor .. ..	40	4,281	626
Negri Sembilan ..	5	617	174
Pahang .. ..	3	167	53
<b>Total F.M.S. ..</b>	<b>77</b>	<b>8,063</b>	<b>1,247</b>
<b>Total S.S. &amp; F.M.S. ..</b>	<b>123</b>	<b>15,214</b>	<b>1,913</b>

There were 568 teachers employed in these private schools, 388 men and 180 women; 66 of the men and 28 of the women were either Europeans or trained local teachers; 31 of the men and 7 of the women were university graduates. In addition there were 17 who were students in local Normal Classes. The fees in most of these schools were the same as in Government and Aided schools but a few charged fees at a slightly higher rate with graded increases for higher classes. An important change was the appointment in September, 1938 of a European Officer as Supervisor of Private English Schools in Singapore. It has since become possible in Singapore to exercise closer supervision, and to give more frequent inspection and advice so that some improvement may be anticipated. In Penang the Group Supervisor was also Supervisor of the private schools. In Malacca, Pahang, Negri Sembilan and, to a lesser extent, in Perak it was possible to arrange for adequate supervision. But the heavily burdened Selangor Education Department was unable to exercise adequate supervision over the rapidly extending private schools in that State.

In 1938 the private schools were for the first time invited to apply for Efficiency Certificates and of the schools that availed themselves of the invitation 19 in the Straits Settlements and 13 in the Federated Malay States qualified for the certificate. Appendix XXIII gives a list of these schools. Private schools in general are far from satisfactory in their work and it is hoped that the award of these certificates to schools that form honourable exceptions will be both a stimulus to them and also a guide to parents and guardians.

## (ii) VOCATIONAL

**Technical Education.**—Information regarding the Technical School, Kuala Lumpur, Federated Malay States will be found in Chapter VI, and about the technical classes in the Straits Settlements, held in connection with the Government Evening Classes, in Chapter X under Adult Education.

**Commercial Education.**—The Government Commercial Day School, Penang is the only central commercial school in the Straits Settlements and Federated Malay States. It became a separate entity in 1938. During 1938 it moved from the house where it had been temporarily accommodated for some years and was given a permanent and adequate home at Hutchings School, the top storey of which was allotted to it. The school drew its boys

from all Government and Aided schools in Penang and the demand for admission was so much in excess of accommodation, and of the clerical openings likely to be available, that only applicants with good passes in the School Certificate examination were accepted. The average enrolment was 150 and the average attendance 141 as compared with 118 and 112 respectively in 1937. Its excellent record of examination successes was fully maintained in 1938 but more important still was the continued success of its pupils in their post-school careers which has resulted in preference being given by employers to pupils of the school.

In Singapore there is no central commercial school but there are three schools with commercial departments, namely Raffles Institution, St. Joseph's Institution and the Convent of the Holy Infant Jesus. The Penang Convent also has a commercial department.

Reference has already been made under i (a) above to the smattering of commerce included in the curriculum of various secondary schools in the Straits Settlements and Federated Malay States. Encouragement is not given to this intrusion of vocational subjects into the already overloaded secondary curriculum.

Most of the commercial education in the Federated Malay States, and a large amount of it in Singapore, is undertaken by private schools and evening classes conducted by private schools. These schools were much more efficient than most of the private English schools to which reference was made in Section 1 (a) of this chapter. The three private commercial schools in Singapore had 405 students at the end of the school year and the four private commercial schools in Kuala Lumpur 281 students. There were two small private commercial schools in Perak and there were also commercial departments in three private English schools in that State.

Commercial students enter for the London Chamber of Commerce examinations which are held twice a year. In 1938 there was for the Commercial Certificate a total of 2,459 (289 from women) subject entries in the Straits Settlements and Federated Malay States with 1,453 passes (179 women), a percentage of 59 and for the Higher Certificate there were 489 subject entries (33 from women) with 149 passes, a percentage of 30. Nearly all these entries were from the Colony: only 89 subject entries (12 from women) in the Commercial Certificate and 62 (5 from women) in the Higher Certificate were from the Federated Malay States, the passes being 32 (3 women) and 15 (one woman) respectively.

It should not be concluded from the large entries for the London Chamber of Commerce examinations in Singapore and Penang that the supply of well qualified clerks is greatly in excess of the demand. A large proportion of the candidates in these examinations are adults in employment who are seeking to improve their qualifications. There is nevertheless severe competition for employment and in the lower grades the supply is considerably in excess of the demand. But saturation point has not yet been reached in the highest grades where there are openings for applicants with high scholastic qualifications, in particular a good knowledge of English, and sound commercial training.

*Industrial Education.*—There were seven schools engaged in giving an industrial education, namely four in the Straits Settlements (the Government Trade School in Singapore, the Government Trade School in Penang, the Government Trade School in Malacca and a private (mission) school in Singapore, which was not yet functioning at the end of the year) and three in the Federated Malay States (the Trade Schools at Kuala Lumpur, Ipoh and at Bagan Serai). It should be noted that the private



(admission) trade school formerly existing in Singapore was in 1938 registered as a private English school though it still retained an industrial branch within the school.

The Government Trade Schools in Singapore, Penang, Kuala Lumpur and Ipoh, details of which are given below, all have a general mechanics section which is the section with the largest number of trainees. The photograph on the opposite page shows the main machine shop in one of the schools (the Penang Trade School) and gives a good idea of the conditions under which work is done in these schools and the variety of plant available. Each machine, it will be noted, is equipped with belt striking and changing gear and the lineshafting is driven by an electric motor mounted in the roof so that the floor is clear and danger from high speed belting is reduced to a minimum. Permanent ladders may be seen giving access to the overhead driving gear for the purpose of ensuring easy maintenance. Owing to the compact arrangement of line-shafting and maindrive, the machine shop is smooth running and comparatively quiet. All classes of machining are possible in this shop and include turning, boring, screw-cutting and hobbing, spiral and plain milling, vertical milling, slotting, shapping, internal, external and surface grinding, drilling, tapping and repetition work on the capstan lathe, and tool and cutter grinding on the special machine for that purpose. The whole of the installation of machinery, countershafting, etc. was carried out by the boys themselves.

The Government Trade School in *Singapore* had an enrolment of 119 in 1938. Admission to the school is open to all races, and is by selection from applicants who have held scholastic qualifications equal to or higher than a Standard VI certificate of a Government or Aided School. The standard of scholastic attainments of applicants is rising yearly. Of these, 82 were taking the general mechanics training course (which includes general fitting and benchwork, black-smiths work, machine-shop practice, motor mechanics and welding), 17 the electrical and 14 the plumbing course, and six the newly formed course in radio service work. Each is a three year course and in 1938, 29 students completed their training, namely 19 mechanics, five electricians and five plumbers. As in past years some outside work was done from which the gross revenue was \$2,158 (£251 15s. 4d.) a decrease of \$156 (£18 4s. 0d.). No additions or alterations were made to buildings as final authority was given for the erection, on a new site, of a complete new school with twice the accommodation of the present buildings. Work on the new site began at the end of the year. There was great demand for admission and many applicants had to be refused. The supply of trained boys fell far short of the demand and all who left readily found employment. The Cadet Corps was maintained but in circumstances of some difficulty. An unsuccessful effort was made to secure affiliation of the corps with the Volunteer Air Force. Fees of \$3 a month (\$36 or £4 4s. a year) were paid by all except a limited number of poor students. The staff was the same as for 1937, with the Electrical Adviser (an officer of the Public Works Department) paying regular visits, except that a new European Radio Instructor was appointed. The Advisory Committee met regularly and took a keen and sustained interest in every department of the school.

The *Penang* Trade School supplies courses similar to those of the *Singapore* School and conditions of admission are similar. At the end of the school year there were 111 students, 78 in the General Engineering course, 18 in the Electrical and 15 in the Plumbing. Fourteen students, all mechanics (the electrical and plumbing courses were not started until 1937) completed the course. In the first and second year courses withdrawals numbered 14 as against 36 in 1937; six of these left to take up employment.

and the reason assigned for most of the others was poverty and the consequent necessity of finding work immediately. The fees were the same as in Singapore including remission for poor boys. Gross receipts for work done in 1938 amounted to \$5,000 of which \$1,300 was profit and credited to Government. But to this should be added \$2,000 being the estimated cost of the work done by trainees in wiring the new annexe, installing benches, offices, etc., which was occupied in September. The Advisory Committee continued to give invaluable help; two Chinese members, representing an oil-mill and a foundry, joined the Committee. At the 1938 Malayan Agri-Horticultural Exhibition at Kuala Lumpur, at which five Trade Schools exhibited the Penang Trade School was awarded the Silver Medal.

The *Malacca* Trade School commenced the year with an enrolment of 46 students in the carpentry and tailoring classes. Most of the students in both sections came from rural districts and most of them from Malay schools. Thus the *Malacca* Trade School is different in type from the Singapore and Penang schools which recruit only from the English schools and where the medium of instruction is English. In this school the medium of instruction is Malay though English is used and taught. Admission is open to all races but only 9 in 1938 were not Malays. Fees of \$1 (2s. 4d.) a month were charged. These fees were remitted for five poor boys. Three Malays and one Chinese received scholarships of \$6 a month and 6 Malays scholarships of \$3 a month. Three Malay students were provided with Scholars' Railway Season Tickets. The carpentry section was inspected on two occasions by officers of the Public Works Department and both reports were satisfactory. The Tailoring Department was inspected by the European in charge of the Tailoring Department of Messrs. Robinson & Co., Ltd., Singapore. The report indicated that satisfactory progress had been made and included useful recommendations which were at once adopted. The third year carpentry students were allowed to undertake orders for work and articles of various kinds were made. They kept time sheets and made out complete costings for their work. They received, as their share of the profits, \$724.37 (£84 10s. 2d.) credited to their individual accounts in the Post Office Savings Bank. The Tailoring section executed orders to the value of \$1,173.39 (£136 17s. 11d.). The sum of \$263.62 (£30 15s. 1d.) has been credited to the accounts of students.

It was found difficult to get employment for pupils trained in the carpentry section and many had to forsake their trade and take any employment offered. With the object of making the school of more use to the community and of bringing it into touch with local requirements, an Advisory Committee was formed during the year. This committee met and visited the school on several occasions. After discussion it was decided, in order to increase the chances of employment, that it was desirable (1) to amend the carpentry course so that the first and second year students should be taught with a definite bias towards building construction work rather than cabinet-making and (2) to introduce, in the third year, building construction in wood, simple metal work and elementary steel work for reinforced concrete. These recommendations were approved.

Of the 258 trainees in the three Straits Settlements Government Trade Schools at the end of the school year, 134 were Chinese, 81 Malays, 27 Europeans or Eurasians, 13 Indians, and 3 belonged to other races. The *Malacca* school as explained above was predominantly Malay. 53% of the Penang trainees and 67% of the Singapore trainees were Chinese;



27% of the Singapore trainees and 12% of the Penang trainees were Muslims; 26% of the Penang trainees were Eurasians whereas Singapore had only one Eurasian.

The *Kuala Lumpur* Trade School was the first experimental Trade School in Malaya and was started in 1936. Originally it was a Federal School drawing trainees from all four States of the Federation. It is now a Selangor school but it takes trainees from Negri Sembilan and Pahang as well as from Selangor. It gives a three-year course in mechanics and fitting, and a new Electrical course was started at the end of the year on the arrival of a European Electrical Instructor.

There is also a tailoring section, separate from the mechanical section, with a three-year course.

Malays receive preference in selection and the majority of the boys come from Malay schools. In 1938, 107 out of 110 boys were Malays and most of them received free education and a subsistence allowance. The old Maxwell School building (the Maxwell School was closed in 1934) was used as a hostel for 83 of the Malay boys. Most of the boys in the school know no English on entry. They learn English through Evening Classes but this does not prove sufficient. Employers are demanding a knowledge of English.

At the end of the school year, 24 of the mechanics and 6 tailors had completed their courses. Of the former 23 obtained employment, 4 with the Royal Air Force and 8 at the Naval Base. Out of 251 mechanics who have passed through the school only seven are unemployed and three of these do not want employment. Only one of the tailors found employment. As the other five lacked both experience and capital, it was decided to retain them at school for another year, to pay them a subsistence allowance from the profits of work done on payment, and to put aside the remainder of the profits to provide them later with working capital to set up in business. In the second half of 1938 \$380.67 was paid for tailors' wages and expenses and there was \$538.06 standing to the credit of the Tailoring account. One thousand eight hundred and fifty-five Dollars was paid into Revenue in payment for work done by the mechanical section. The Royal Air Force presented the school with a Vildeheest air frame.

The *Ipoh* Trade School was started in 1930 and serves the State of Perak. It is similar to the *Kuala Lumpur* school, except that it has no tailoring section. Until 1937 all boys received a subsistence allowance of \$10 (£1 3s. 4d.) a month. In 1937 it was decided to keep 50% of the places for boys of other races with monthly fees of \$3 (7s.). But of the 38 boys enrolled in 1938 only 9 were fee paying. At the beginning of the year there were 69 trainees. Twenty two trainees left in May, having completed the three-year course. All were awarded certificates and 20 immediately found employment and posts were offered to the other two. At the end of the school year there were 85 trainees (61 Malays, 19 Chinese, 3 Indians, 2 Eurasians). It was still necessary for the school to share the Anderson School hostel; in view of commitments in the State five-year building plan, it was not possible to ask for a separate hostel. Revenue earning work amounted to \$2,852.03 (£332 14s. 8d.) for the year as compared with \$1,997.60 (£233 1s. 0d.) in 1937. The Royal Air Force presented the complete fuselage of a two-seater bombing machine; the Medical Department a condemned Morris tourer car; the Kay Mines, the loan of an engine and pump complete; the Sanitary Board, Tapah two condemned Morris (one ton) lorries. One reconditioned universal milling machine with dividing head, one three-operation Murez welding set and a John Lang

Chuck and centre lathe were added to the plant. The Government agreed to pay the examination fee of \$6 for promising students in the Diesel Engine Construction class who wish to sit for the Engine Drivers Certificate. At least 12 candidates should be able to take the examination shortly.

The *Bagan Serai Trade School* was started in 1926 and gives a three-year course in carpentry and cabinet-making. Besides aiming at training full-time workers in the trade, it has also provided carpentry instructors for Malay schools and has aimed at making "handy men" of rural workers. No fees are charged and no subsistence allowance is given. All the boys are drawn from Malay schools. English is taught in the school. There were 30 trainees at the end of the year. The exceedingly small enrolment (6) of 1937 was fortunately not repeated and 15 new students were admitted. The introduction of a profit-sharing scheme in 1937, by which 80 per cent. of the difference between cost price and selling price of articles was entered in a savings bank account of the student possibly stimulated interest in the school. No student draws his money until he completes the course. Seventeen boys completed the three-year course at the end of the year and were looking for employment. Co-operative shops belonging to ex-students existed at Bagan Serai and Telok Anson and received orders for school furniture. Revenue earning work of the school during the year amounted to \$411.86 as compared with \$166.30 in 1937.

*Musical Education.*—Reference was made in Chapter V to the teaching of music in the English schools and to the work of the Master of Music in Singapore. There were also two private schools, one in Singapore with an enrolment of 152 and one in Penang with an enrolment of 37, exclusively teaching music. Throughout the Federated Malay States and the Straits Settlements there are in all centres music tutors with varying numbers of pupils. A peripatetic examiner conducts every year the practical examinations of the Trinity College of Music. The total entries for the theoretical and practical examinations of the College in 1938 were 312 of whom 300 passed.

## CHAPTER VI

### UNIVERSITY AND COLLEGIATE (POST-SECONDARY) EDUCATION

#### (i) *Arts and Science*

The most advanced educational institutions in Malaya are the King Edward VII College of Medicine, Singapore, which is a Government institution but not connected in any way with the Department of Education though the Director of Education is a Member of the Council, and Raffles College, which is under an independent Council. More detailed reference to the College of Medicine will be found in Part I of this Report.

(a) Raffles College, which is controlled by a Senate and a Council of which the Director of Education is ex-officio a member, was opened in June, 1928, to provide a higher education in arts and science for the inhabitants of Malaya. A President, Professors of English, History, Mathematics, Chemistry, Physics, Education, Economics, and a Reader in Geography, together with lecturers in all subjects except Education, Geography and Economics, form the staff. Students study one major and two minor subjects; in the major subject the standard aimed at is above that for a pass degree of a British University. There is a three year course and the College diploma is awarded to students who successfully complete it, and



... is ...  
... for a London University degree ...  
Director Adviser officiated as President until the 13th December and was  
succeeded by Dr. W. LINEHAN, D.LITT., M.A. (N.U.I.), M.C.S. the substantive  
Director, Adviser.

(b) *Queen's Scholarships*—The annual examination for these scholarships, the fifteenth since they were restored in the Straits Settlements, the eighth since they were restored in the Federated Malay States, was held in September. The examining body is appointed by the Cambridge delegacy. It is a condition that no scholarship shall be awarded to any candidate, who, in the opinion of the examining body, is not qualified to study for an honours degree at Oxford or Cambridge. The value of each of the four scholarships may be £500 for the first year and £400 each succeeding year. Of these four Scholarships, the two S.S. scholarships may be won by candidates of any race; while of the two F.M.S. scholarships one is open to candidates of any race and one is open to Malays only. The two S.S. scholarships were awarded to LIM KOK ANN and LEE LIAN CHYE both from the central Queen's Scholarship Class at Raffles Institution, Singapore, LIM KOK ANN having received his secondary education at the Anglo-Chinese School. The two F.M.S. scholarships were awarded to YAP POW MENG of the Victoria Institution Kuala Lumpur, and (the scholarship restricted to Malays) ABU BAKAR BIN TAMIN of King Edward VII School, Taiping.

#### (ii) *Professional*

(a) *The Technical School, Kuala Lumpur*.—This school, a successor to a similar school closed about the year 1914, was under the Public Works Department from October 1925, when it opened, until January, 1931 when it was transferred to the Department of Education. In 1935 it ceased to be a Federal School and was taken over by the State of Selangor though it continues to serve the whole Peninsula. It provides courses in Civil Engineering, Surveying, Mechanical, Electrical and Telecommunication Engineering and accepts students for training for the posts of Technical Subordinates in the Public Works, Survey, Railways, Electrical and Posts and Telegraphs Departments. The conditions governing admission are a good secondary school education, particularly in English and mathematics, and if possible in elementary science.

There were 111 full-time students in May, 1938 as compared with 83 in 1937. Government students were divided among departments as follows:—Public Works 28, Survey 24, Posts and Telegraphs 25, Drainage and Irrigation 9, Railways 4, Sanitary Board (Kuala Lumpur) 1. In addition there were 20 fee-paying private students. Of these 111 students, 49 were Malays. Twenty-three students completed their training during the year and 58 new Government students with 23 fee-paying private students were admitted. During the year 11 students who proved unsuited to a technical career were removed from the roll. At the end of the year the total enrolment was 154 as compared with 126 in 1937. As usual only a small proportion of those seeking admission could be accepted. The races of the 154 students were—Malays 57, Chinese 52, Indians 35, Eurasians 10.

In January the re-conditioned buildings previously occupied by the Rubber Research Institute were utilised as a hostel. The arrangement is however only makeshift. The distance from the school led to a decrease in athletic activities. A severe outbreak of malaria played havoc with attendances and work suffered in consequence.

Officers of the Engineering Branch of the Posts and Telegraphs Department continued their series of special lectures in various branches of Telecommunication. The Medical Department arranged the usual yearly course in First Aid. Additions were made to the library. Equipment was increased by addition to the physics laboratory and to the telecommunication laboratory. The workshop opened in 1937 amply justified its establishment and was unable to complete the work that flowed into it.

At the first technical examination there were 6 passes out of 26 and at the second 40 out of 86. At the final examinations in May thirteen out of fourteen candidates passed, (the Public Works Department was responsible for the conduct of examinations for its apprentices). Twenty-three students completed their training during the year and all obtained employment except one who is proceeding to final studies elsewhere.

The Technical School continued to function as an organising centre for all the City and Guild Institute examinations in Malaya, excluding Singapore which is separately organised as a centre. The number of entries for the whole of Malaya including the centre at Singapore was 415 of whom 166 passed compared with 151 candidates and 88 passes in 1937. Fifty-six per cent. of the entrants from the Technical School passed.

(b) *The School of Agriculture, Malaya, Serdang.*—This school is under the direction of the Agricultural Department, Federated Malay States and Straits Settlements. The Deputy Director/Adviser is *ex-officio* a member of its Advisory Committee. It was opened in May, 1931. It provides two courses of instruction, the more important, a two-year course with English as the medium, to aim at giving the student a sound general training in Malayan agriculture with an adequate knowledge of the pure sciences which form the foundation and framework of scientific agriculture, the other, a one-year course with Malay as the medium (instruction through the medium of English being given if required) to meet the needs of a much less advanced type of student. The terms "student" and "pupil" are used in the school to distinguish between those taking the two-year course and those taking the one-year course. In general a "student" holds at least the Cambridge School Certificate or its equivalent, whereas no more is required of a "pupil" than that he should have passed the highest standard in a Malay vernacular or the fifth standard in a local English school. The fees for the two courses to students from the Federated Malay States and Straits Settlements are \$90 (£10 10s.) and \$45 (£5 5s.) a year respectively, but to students from elsewhere they are \$122 (£12 2s.) and \$210 (£24 10s.) a year. Boarding charges in 1938 were about \$12 (£1 18s.) a month. Excluding the cost of transport to and from the school, a sum of \$250 (£29 4s.) a year is sufficient to meet the cost of a student taking the two-year course, and a sum of \$175 (£20 10s.) to meet the cost of the one-year course. The Governments of the Federated Malay States and Straits Settlements give a number of "major" and "minor" scholarships each year, for the two-year and one-year courses respectively. There were 221 candidates for the 11 major scholarships (8 F.M.S. 3 S.S.)



and 9 minor scholarships (6 F.M.S., 3 S.S.) awarded in 1938. The average cost of running the school in 1938 was approximately \$700 (£81 13s. 8d.) per student. There is accommodation for a total of 80 students and pupils and the number of "students" in residence at the end of 1938 was 43 (of whom 23 were private and fee-paying), and the number of "pupils" was 15 (of whom five were private and fee-paying). Of the 58 in residence, 25 were Malays, 29 Chinese, 3 Indians and 1 of other race; they came from the Federated Malay States, the Straits Settlements, Johore and Trengganu. In April, 24 completed the two-year course and 24 the one-year course and left the school: the majority found early employment.

### (iii) *Ex-pupils and Higher Education*

A number of ex-pupils of the Straits Settlements and the Federated Malay States proceeded to Universities abroad and to other places of higher education. The numbers of Federated Malay States ex-pupils are not available though it is hoped to collect them for the next annual report but the following are as far as can be ascertained the numbers of Straits Settlements ex-pupils pursuing higher studies:—

	Singapore	Penang	Malacca
Universities in Great Britain	37	35	1
King Edward VII College of Medicine, Singapore ...	38	17	6
Raffles College, Singapore ...	82	26	5
Hongkong University ...	15	27	5
Chinese Universities ...	1	—	—
Indian Universities ...	4	3	3
American Universities ...	4	5	—
Other Universities ...	4	1	—
	<hr/> 185	<hr/> 114	<hr/> 20

The *Students-in-Britain* Committees in Singapore, Penang and Kuala Lumpur (for the Federated Malay States), which work through the parent organization in London (the Victoria League), continued to give assistance to students proceeding to Great Britain for higher studies. The pamphlet prepared by the Singapore Committee received widespread dissemination all over the Colony and the Federated Malay States in a campaign of propaganda among parents and pupils. It was frequently necessary to dissuade parents from sending their sons and daughters to Great Britain. It is still not realised that it is unwise for students to go to England at too early an age or with insufficient qualifications for embarking upon the course proposed or with the intention of pursuing studies likely to be of little use to them on their return to Malaya. The work of the Students-in-Britain Committee is of great value and the attention of schools is periodically drawn to it. The Federated Malay States Committee deals with too large an area for effective organization and a proposal to form a separate Committee for Perak was under consideration in 1938.

## CHAPTER VII

## TRAINING OF TEACHERS

*(a) Teachers in Malay Vernacular Schools*

*Sultan Idris Training College.*—In Chapter IV (b) reference was made to the selection of boys from the Malay Vernacular Schools as pupil teachers and the preparation they receive for the Entrance Examination of the Sultan Idris Training College. These pupil teachers enter for the examination between the ages of 16 and 18, the maximum age of admission to the College. The best candidates from each State are selected, in accordance with the allotted quota of admissions. The College provides a three-year course which includes, in addition to formal professional training, higher education in the Malay language and literature, Malay history, geography, mathematics, hygiene, physical training, art, basketry, and religious knowledge (instruction in the Koran). Graduates of the College are designated "Trained Teachers".

The foundation of the Sultan Idris Training College in 1922, in place of two older colleges, one at Malacca and one at Matang, is described in Part I of this Report. It is a Perak institution but it receives students from all parts of the Peninsula and from Sarawak and Brunei. The cost of the establishment is borne from Federal funds in the first instance. The amount paid by the Federated Malay States and Straits Settlements respectively is proportionate to the number of students from each, while the Unfederated Malay States pay a fixed sum for each pupil.

A Translation Bureau is attached to the College which translates into the vernacular and sees through the press text-books for the schools and also a variety of novels and books of general interest.

Towards the end of 1938 a Standing Advisory Committee for the College was appointed. The Deputy Adviser on Education was appointed Chairman, the Principal of the College Secretary and the other members were—the Director of Co-operation, the Principal, School of Agriculture, the State Medical and Health Officer, Perak, Inche HAMZAH BIN ABDULLAH, M.C.S., Inche MAHMUD BIN MAT, M.C.S., Inche MOHAMED ALI BIN MOHAMED ARIF (Malay representative of the Straits Settlements), and Mr. A. T. NEWBOULT, M.C.S. (in the capacity of a Malayan Civil Service European officer with district experience). The Committee will be holding its first meeting early in 1939.

Mr. E. C. HICKS was Acting Principal from 1st January to 7th March when Mr. D. R. SWAINE resumed duty as Principal and continued to hold the appointment until the end of the year. Mr. G. BURGESS, Art Superintendent, Federated Malay States, was in charge of the College Craft School until his departure on leave in May. Mr. J. PEARCE, Master of Method, returned from furlough on 28th July. The Superintendent of Physical Education, Straits Settlements and Federated Malay States, who had been attached to the college went on leave prior to retirement on the 30th November. At the end of the year there were also on the staff 18 Malay assistant masters and two religious instructors.

At the beginning of 1938 there were 383 students in residence, while at the end of the year there were 381. The corresponding figures for 1937 were 363 and 365. One hundred and seventy seven of the students were from the Federated Malay States, 113 from the Straits Settlements, 85 from the Unfederated Malay States; four from Brunei and two from Sarawak. In addition one Kelantan and three Perak teachers attended a



month's refresher course, one Penang teacher was at the Craft School during the first term, while one Brunei and two Kelantan craft apprentices also received training during the first term.

The general health of the students was satisfactory. There were 187 hospital admissions compared with 193 in 1937. There was a bad epidemic of measles and 80 students had to be isolated in the College itself as there was no accommodation for them in the hospital ward. One student died, from pneumonia following influenza. One student was successfully operated on for appendicitis at Malacca Hospital. Two visits were paid by the Dental Surgeon, Perak and seventy-three pupils were examined and 71 were treated. The percentage of dentally fit admissions was again distressingly low and special attention to their dental condition will in future be given when pupil teachers are selected.

In the *Final Examinations*, 125 students were examined and graded as follows:—

	1937	1938
First Class ... ..	1	6
Second Class ... ..	90	82
Third Class ... ..	28	37
	<hr/> 119	<hr/> 125

There were no failures. The improvement in the standard noted in the past two or three years was maintained. The results in Literature were good and in the Language section the average marks were good though low marks were gained by a number of candidates. The results in History were still not satisfactory. There was a slight improvement in the standard of Arithmetic but the standard of Geometry was still only fair. The standard in Geography continued good but there was room for improvement in the Physical Geography section. In Writing and Drawing (subjects in which Malays have special aptitude) very good results were obtained. Most candidates did well in the Theory and Practice of Teaching and the standard of last year was maintained. An extension in 1939 to the existing College Practising School was approved and arrangements were completed for the handing over of the Malay School, Kalumpang to the College as a Practising School. Hygiene, Physical Training and Manual Training were satisfactory. The high standard of past years in practical gardening was maintained and the basketry was excellent.

In the second year examination all the students, 119 in number passed. The all round standard was higher than in previous years. In the first year examination there were 139 candidates and all qualified for promotion to the second year class. Only two candidates failed in more than one section. It is noteworthy that the two highest candidates were both from Kelantan.

There were no notable changes in the *Craft School* during the year but further research was carried out in each field of work. The Japanese technique known as Yuzen printing was further developed during the year and attractive work was turned out and found ready sale. Javanese batek (wax printing with copper blocks and dyeing) made excellent progress under the skilled craftsman appointed in 1937: this craft interests Malays and the tools and materials necessary are cheap and simple and quite within the reach of the pocket of the dweller in the kampong (village). It is a slow process compared with machine printing but no machine can imitate the peculiar qualities of a genuine hand-made batek and there is

no doubt that in a large Malay discrimination in favour of the genuine article when his pocket will allow it. The pottery section of the school continued successfully. Further experiments were made with local glazes but with little success as yet. The silver section continued under the direction of the old Kuala Kangsar silversmith and articles of a high standard of craftsmanship were produced. The weaving, too tedious to be popular, followed along the lines of past years. In the minor crafts section, work was done in carpentry, chick-making, book-binding, lamp-shade making and tailoring and provided employment for a number of local workers. The total value of the sales in the various sections of the Craft School and from basketry amounted to \$1,318.70 (£153 16s. 11d.) as compared with \$1,101.35 (£128 9s. 10d.) in 1937. Over 80 per cent. of this amount came from basketry which is not a specialised craft school section but is learnt by all students.

Indoor and outdoor games were played as usual. Association football was the major game in the first term, that is up to May, and hockey for the remainder of the year. There were inter-house competitions in these two games and in volley ball, badminton and "sepak raga jubilee" (sepak raga is a local basket ball game and "sepak raga jubilee" an adaptation introduced in Negri Sembilan during the Jubilee year of King George V.). In the indoor games table tennis and chess took pride of place but draughts and bridge were also played.

The *Dramatic Society* flourished and presented "Laksamana Mati di-Bunoh" ("The Admiral's Murder") a tragedy written by Enche' MOHAMED SAID BIN HAJI HUSSAIN of the College staff.

A *Simplex Sound Projector* was installed during the year and films, many but by no means all educational, were shown (and heard) regularly.

The strength of the *College Volunteers* (The Sultan Idris Company, Federated Malay States Volunteer Forces) was 6 officers and 159 other ranks, and 20 bandsmen. Interest in shooting was maintained. All qualified in Table B, Part I, 63 (18 marksmen), 45 fired the Lewis Gun course and of these 12 were marksmen, 27 were placed in the first class and 6 in the second class. Owing to an outbreak of measles there was no camp in 1938 but tactical exercises were carried out in the neighbourhood of the College.

The total strength of the seven *College Scout Troops* at the beginning of the year was 196 which included 12 officers and 24 boys in the troop attached to the Malay school. Tenderfoot and Second Class Examinations were held with gratifying results. Owing to shortage of officers there was no training for proficiency badges and for the same reason no First Class tests were held. A camp lasting one week was held for 61 scouts and officers. It was a great success. It was found possible to provide the Scouts with special Headquarters away from but adjacent to the College.

On the visit of H.E. the High Commissioner to the College on 14th July, Volunteers and Scouts formed the Guard of Honour.

The College attaches special importance to the various extra-mural activities so vital to the development of character and personality. The photograph on the opposite page shows one of the most efficient of the College organizations, namely the *Band*. The band is on the College playing grounds; behind is the Principal's house and peeping over the neatly kept hedge can be seen the bandstand where the band plays every Friday evening during term time. This group is representative and thus gives some idea of the appearance, bearing and physique of the students generally. The check sarongs are made at the College and provide the



giving touch to a uniform that visitors regard as particularly fetching. Mr. BRUCE LOCKHART puts it when referring to the similar undress uniform of the Malay regiment, "a kit to melt hearts".

The cost per student, exclusive of transport, was \$326.26 (£38 1s. 3d.) and with \$306.13 (£35 14s. 4d.) in 1937. This figure does not make allowance for depreciation of buildings, for leave salary and passages of masters, or for pensions but it includes the cost of maintenance of buildings.

The Translation Bureau was responsible for publishing or reprinting 18 school books, 10 of which were available for schools before the end of the year. There were 8 other new or revised editions of school books in preparation and not completed. Sixty-one bills, enactments and documents of various kinds, mostly of a legal nature, were translated for State Secretariats and for Government Departments.

*Local Training Classes.*—In Singapore, post-normal courses for teachers continued to be held on Saturday mornings throughout the year and in addition to school subjects and practical teaching for all teachers included carpentry and silver work for selected teachers. A course in Physical Training was held to demonstrate the types of lessons that should be included in the physical training scheme for Malay schools.

In Penang refresher courses in Gardening were given by the Agricultural Officers. In Malacca Handwork classes for selected teachers were given by teachers who had taken the post-graduate course at the Sultan Idris Training College. In Selangor instruction in the teaching of Romanized Malay and Arithmetic was given in three centres. In Negri Sembilan special classes were held by the Assistant Superintendent of Physical Education posted to that State. In Pahang instruction to teachers was given in five centres on monthly pay days and also through the "Warta Pejabat"; and in addition a special refresher course for Head Teachers was held at Kuala Lipis.

Special reference must be made to the ambitious and successful Port Dickson Refresher Course attended by 240 Negri Sembilan teachers at Port Dickson. Negri Sembilan has had similar courses in past years and it is hoped to make them triennial in future. The course covered the usual school subjects and there was also special instruction in health, co-operation, agriculture and physical training. The cost of the course was \$6.53 (15s. 3d.): each teacher paid \$2.50 (5s. 10d.) and the Malay Teachers' Association paid the balance.

*Other Teachers' Activities.*—There were active Teachers' Associations in all Settlements and States. They each had a full programme of professional, social and athletic activities. It was the turn of the Penang Malay Teachers to be responsible for "Majallah Guru" the monthly official organ of seven Teachers' Associations namely those of Selangor, Negri Sembilan and Pahang in the Federated Malay States, of Singapore, Penang and Malacca in the Straits Settlements, and of the Unfederated State of Kelantan. In addition the Singapore Malay Teachers' Association published its journal "Saujana" for the fourth year and the Penang Association its quarterly magazine "Berita Sekolah" for the fifth year.

The training of Malay school teachers prepares them for their many-sided activities. The Teachers' Associations make no small contribution towards the same end. The Malay teachers of to-day through parents' days, sports and games, scout troops and other school organisations are establishing contact between the schools and the life and homes of the villages and are enlisting the whole-hearted support of the community of which they are, as they should be, both the servants and the leaders.

### *(b) Teachers in Chinese Vernacular Schools*

There were no training classes for men in the Straits Settlements. Locally trained men would not be able to compete with the normal trained and university trained Chinese teachers who continued during 1938 to come from China in great numbers from the occupied territories. Reference to the training of women teachers will be found in Chapter VIII (b).

In the Federated Malay States there were no Government classes for training Chinese (men or women) vernacular teachers but Aided Normal Classes first started in 1936 existed in Perak and Selangor. The Government gave grants at the rate of \$25 a student. Excluding the special class for girls (Chapter VIII (b) refers) there were at the end of the year 51 students (including 7 girls) in the two Perak classes and 44 in the Selangor class. The approved Normal Course extends over four years and consists roughly of the ordinary three year Junior Middle school course with the addition of the theory of education and the study of educational methods.

The central card index for all teachers in Malaya kept for convenience at Singapore was kept up-to-date so that a complete and continuous record of service of every teacher was readily available.

### *(c) Teachers in Indian Vernacular Schools*

In 1937 a training class providing a two year course for Tamil teachers was started in Selangor (Kuala Lumpur) with an enrolment of 45. Of these, 21 successfully completed the course at the end of 1938. A new training class with 38 students was started in January, 1938. The success of these classes and the demand for their continuance is shown by the enrolment of 39 for a new class to be started in 1939.

The success of the Selangor class stimulated efforts elsewhere so that early in 1939 there will be similar training classes at Bukit Mertajam, Province Wellesley (for teachers from Province Wellesley and Penang) and another in Selangor, at Klang.

The classes held in Negri Sembilan, at Seremban, providing further scholastic instruction for teachers, were continued.

The initiation of a local scheme of training to prepare teachers for the duties of the estate school, and the response shown (116 teachers have already entered for the 1939 classes) justify optimism regarding the future of the Indian schools if only other difficulties mentioned in Chapter V (d) can be overcome.

### *(d) Teachers in English Schools*

Locally appointed teachers in English schools continued to be recruited from two sources—

- (a) Raffles College graduates (men and women) for middle and secondary departments (from Standard Two upwards).
- (b) Teachers (women only) who have completed the three-year Primary Normal Class Course (for Primary and Standard One). Details of this course will be found in Chapter VIII.

There were 11 students (Raffles College graduates) who completed the Fourth Year Course in Education at Raffles College. In the conduct of this Course, officers of the Department of Education take a large share and the practical teaching and observation are done in Singapore schools, the staff of which collaborate with the Professor of Education.



In *Singapore* there was an extensive and valuable scheme of Post Normal training. There were eleven different courses, many of them conducted in conjunction with the Singapore Teachers Association. They were as follows: Music, or courses conducted by the Master of Music; Physical Training, 3 courses by a European Specialist Officer; Art, 3 courses by the Art Superintendent; and one in Nature Study by the Director of Gardens, Straits Settlements. In *Penang* in addition to the courses in science and carpentry which were continued there were classes in singing and out-door sketching. In *Perak* an advanced carpentry course for teachers who had attended the previous course was held in Ipoh. In *Negri Sembilan* a course in physical training was conducted by the Assistant Superintendent of Physical Education who was stationed in that State.

Teachers in many parts of the Straits Settlements and Federated Malay States took First Aid Courses conducted by the St. John's Ambulance Brigade. Singapore and Perak were particularly active in this direction and Singapore teachers took part in Air Raid Precautions.

*Other Teachers' Activities.*—There were Teachers' Associations in all Settlements and States except Pahang. The Perak Association was revived during the year. In October, the Singapore Association issued its annual journal "Chorus" which has established itself as the mouthpiece of teachers throughout the Colony and the Federated Malay States. It had a circulation of 1,260 copies and maintained the high standard of past issues.

## CHAPTER VIII

### FEMALE EDUCATION

#### A.—PRIMARY EDUCATION

There were girls receiving a primary education in girls' schools proper, in mixed schools and in boys' schools. Most vernacular schools admit girls if there is room for them but the regulations prescribe a maximum age limit of 12 years for girls in boys' schools. Reference to the primary education in English is included for convenience under (B) below as all English schools form part of a secondary school system.

##### (a) Malay Vernacular Schools for Girls

The flood of applications for the admission of girls could not be stemmed. Throughout the Straits Settlements and Federated Malay States it was most difficult to enforce the regulations regarding accommodation maxima and the number of pupils per teacher in the Government vernacular schools, girls and boys, as head teachers were inundated with demands for admissions for girls. Parents everywhere and in particular in *Negri Sembilan* (for in this stronghold of matriarchy the demand for education for the girls was most insistent) were unable to appreciate why their daughters were refused as long as any space at all appeared to be available. This has been a feature of conditions for a few years past and as girls' schools cannot be provided desperate measures have had to be taken, as for instance afternoon schools for girls in Singapore and Malacca.

At the end of the school year the numbers of girls attending Malay schools were 22,984, 6,324 in the Colony and 16,660 in the Federated Malay States. Though, as explained in Chapter IV (b), co-education is not a policy of the Department, nearly one-half (3,035) of the girls in the Colony

and over three-fifths (10,342) of them in the Federated Malay States were in boys' schools, the result of conditions outlined in the preceding paragraph. There would have been still more girls in the boys' schools if there had been any room for them at all and it was only want of accommodation that made the Colony percentage lower than that of the Federated Malay States. The progress of education among Malay girls in the Straits Settlements and Federated Malay States cannot be better indicated than by comparing the enrolment of girls at the end of 1938 (22,984) with the enrolment at the end of 1928 (9,560). These figures however do not by any means unfold the full tale of the changed outlook of parents. It is no exaggeration to state that if schools for another 22,984 girls were opened to-morrow they would immediately be filled. It is unfortunate that the stern limitation of the present educational budget prevents the provision of new schools. The girls as in 1937 formed 28% of the total number of pupils in Malay vernacular schools; in other words, the proportion of Malay girls to Malay boys was 1 to 2.6.

Appendix XV shows the *number of schools* for girls, that is 126, namely 48 in the Colony and 78 in the Federated Malay States. This was three less than in 1937, due to amalgamations in Perak. The average enrolment was 9,854 (3,388 in the Colony and 6,466 in the Federated Malay States) and the percentage of attendance was 92, as in 1937.

As in the Malay boys' schools, education is free. The school hours and terms are the same and the full course normally lasts for five years during which period the pupils pass through five "standards". At the end of the school year the percentages of girls in the different standards of all schools (girls and boys) to the total enrolment of girls were as follows:—

Standard	1937	1938
I	38	39
II	27	25
III	19	19
IV	11	11
V and VI	5	6
Totals	100	100

There is very little change between the percentages for 1937 and 1938. The small increase in Standard V and VI is welcome. But as yet there is not a large proportion of girls reaching the highest classes: the new enthusiasm for education has not reached the stage when parents are prepared to keep their girls at school after they have reached an age when they can help in the home.

The *curriculum* was similar to that of the boys' schools (Chapter IV b) with a rather easier syllabus in most subjects and with needlework, for which there was a full and detailed syllabus, in place of basketry. Progress in the girls' schools is necessarily slow on account of the large proportion of untrained teachers but the Malacca Training College will gradually improve conditions. At present the progress varies with the standard of scholarship and teaching ability of their teachers, and a wide difference in the quality of the children's work was to be found in each Settlement and State. The schools lacked expert direction and supervision. This has been the position since 1933 when the appointment of Lady Supervisor of Malay Girls' Schools was abolished. The ordinary inspecting staff gave as much help as possible but men lack the first-hand acquaintance with the needs and capacities



the pupils that is essential if inspection and control are to be satisfactory. To remedy this defect the staff of the Malay Women Teachers' Training College continued their occasional inspection tours during the College holidays in order to keep in touch with the work done in the schools and to keep each State and Settlement informed of new methods and experiments being tried out elsewhere. It was not possible for them to carry out complete inspection of all the schools and the need for providing more inspection and direction is not being overlooked. In Perak the Domestic Science Supervisor gives valuable assistance and similar help will be available in Penang and Selangor in 1939 when Domestic Science supervisors are appointed there.

There was a full and detailed syllabus in *needlework* and emphasis was placed on *craft work*. Mengkuang weaving was taught in most schools. Knitting was taught in Perak, Selangor and Pahang. Lace-making, as a result of the efforts of the Malacca College, is now taught in most schools. Crochet work was successfully introduced in Perak. Batek work was taught in Penang. The 1937 revival in Perak of the traditional craft "tekatan" (gold thread embroidery on velvet) continued in 1938. Malacca had gardening as a school subject in three girls' schools. Exhibits were sent to the school section of the Malayan Agri-Horticultural Exhibition and Selangor girls' schools received 28 awards, Perak 15, and Malacca 7.

Laundry work and cookery were taught in a few schools in all the Settlements and in the three other States but in Perak alone was *domestic science* an integral part of the timetable for most schools. The Perak course included laundry-work, cookery, needlework and housecraft. There were special examinations in connection with the course for Standards Four and Five. Six hundred and forty-four pupils entered for these examinations as compared with 511 in 1937 and 620 passed. Of the 620, 239 were Standard Five pupils who entered for the final examination at the end of the two year course and of these 154 were awarded First Class certificates.

*Physical training* continued to be encouraged. The improvement must inevitably be gradual requiring much propaganda among the parents and villagers opposed to physical training both because they regard it as unnecessary and because they object to the girls playing games and carrying out the physical training exercises in the school playground, that is under the public eye. Propaganda is still necessary with many pupils and teachers who respond slowly to exercises that require quickness of movement and spontaneity of action which are entirely out of keeping with their traditions and (as yet) inclinations.

Special reference should be made to the *Singapore Rochor Girls' School*, a school providing a two year course for selected pupils from all the Singapore girls' schools who have passed Standard IV. In addition to the usual subjects, English is taught. Special emphasis is placed on art and hand-work, nursing, cookery, needlework and homecraft generally. The Government Health Department continued to assist in the teaching of nursery and hygiene. From this school all Singapore pupil teachers are now selected. Twenty girls qualified for certificates in 1938 by successfully completing the two year course and passing the final examination.

In the Straits Settlements 100 girls (1937, 124) qualified for *Standard V certificates*—Singapore (and Labuan) 20, Penang 72, Malacca 8—and 288 (1937, 287) qualified for *Standard IV certificates*—Singapore (and Labuan) 59, Penang 116, Malacca 113. In the Federated Malay States the figures for *Standard V* were 343 (1937, 358)—Perak 149, Selangor 120, Negri

Sembilan 54, Pahang 20. The figures for Standard IV in the Federated Malay States are not given as the examination in the Federated Malay States is only a progress examination. The total number of girls in the Straits Settlements and Federated Malay States qualifying for Standard V certificates in 1938 was 453 as compared with 482 in 1937.

There was the usual *grading of schools* at the end of the year but the assessors, the conditions and the criteria varied so widely—the conditions in particular showed much wider variation than in the boys' schools—that no abstract of the results would be of much value. But it is noteworthy that for the first time not a single girls' school was graded as unsatisfactory and that as many as 12 out of 126 schools (9 out of 48 in the Colony and 3 out of 78 in the F.M.S.) were graded as excellent.

Details were given in Chapter IV (b) of the arrangements for the *administration* and inspection of the Malay schools, and the Malay girls' schools are included within that framework. Perak and Selangor each had two locally trained Assistant Supervisors. An Assistant Supervisor for Negri Sembilan was in training at Malacca.

The *number of women teachers* of all grades including technical instructors was 436 (350 in the girls' schools and 86 in the boys' schools) as compared with 409 in 1937. The number of pupils to a teacher in the girls' schools was 27 as compared with 28 in 1937.

The only trained teachers were the handful from the Malacca College. Their influence began to be increasingly felt in many directions. These teachers are not required to cease teaching on marriage. Most of them marry soon after their return from Malacca, their ability to earn forming a powerful attraction in the marriage market.

Women teachers on the lowest grade (there are three grades) start on a salary of \$15 a month (£21 a year) and they may eventually receive a salary of \$60 a month (£84 a year), the maximum of the highest grade.

#### (b) *Chinese Vernacular Schools for Girls*

As for Chinese boys so for Chinese girls there were facilities for primary vernacular education in all but the very smallest villages. Many of the Chinese boys' schools admit girls and keep them up to the age of twelve, the maximum age permitted by the regulations. There are also some large schools exclusively for girls: in these schools the curriculum is identical with that of the parallel boys' schools (Chapter IV (c)).

The total number of girls attending these Chinese vernacular schools at the end of the school year was 24,889, 3,924 more than in 1937. Of these, 12,794 (2,124 more than in 1937) were in the Colony and 12,095 (1,800 more than in 1937) in the Federated Malay States. The girls in the primary and secondary classes formed 27% of the total number of pupils in Chinese vernacular primary and secondary classes; in other words, the proportion of Chinese girls to Chinese boys receiving education was 1 to 2.7.

#### (c) *Indian Vernacular Schools for Girls*

There were only five Indian vernacular schools for girls, all of them Tamil schools. Three were in Singapore and two in Perak. Two of the five, one in Singapore and one in Perak, were aided schools and the other three were private unaided schools. These schools (except the Perak aided mission school, which taught in addition needlework in which a very high



standard was reached) followed the same curriculum as the parallel boys' schools (Chapter IVd). The total number of girls in these schools at the end of the school year was 419.

At the end of the school year there were in the various Indian schools 8,222 girls (Straits Settlements 1,201, Federated Malay States 7,021) as compared with 7,985 (Straits Settlements 1,264, Federated Malay States 6,721) in 1937. The girls formed 32% of the total number of pupils in Indian vernacular schools; in other words, the proportion of Indian girls to Indian boys receiving education was 1 to 2.1.

## B.—SECONDARY EDUCATION

### (i) *English Schools*

Most English girls' schools are self-contained having all classes from the bottom to the top, that is including primary, middle and secondary departments. Three schools have only primary and middle departments. In general the schools are organised along the same lines as the boys' schools described in Chapter V above.

In the Straits Settlements there were 16 controlled schools, the same number of schools as in 1937. Of these, two were Government schools, one in Singapore and one in Penang. Of the remaining 14 aided schools, six were Convent schools of the French Order of the Dames de St. Maur, five were schools under the management of the Methodist Episcopal Church of America, two were Convent schools of the Italian Order of the Canossian Institute and one school was managed by a Chinese committee representing the Straits Chinese community in Singapore. Six of the schools were in Singapore, five in Penang and three in Malacca. All were city schools with the exception of two that were in large centres (one at Butterworth, and one at Bukit Mertajam) of Province Wellesley, Penang. The average enrolment for the year was 8,113 that is 192 more than in 1937, and the percentage of attendance 96, the same as in 1937.

In the Federated Malay States there were, as in 1937, 13 English girls' schools, all Government-aided. Six were schools of the Order of Dames de St. Maur, four were maintained by the Methodist Episcopal Church of America, two by the Church of England and one by the Plymouth Brethren. All were in towns and five were in Perak, seven in Selangor and one in Negri Sembilan. The average enrolment for the year was 5,440 that is 412 more than in 1937, and the percentage of attendance 95, the same as in 1937.

Thus the total average enrolment of girls in Government and Aided schools in the Straits Settlements and Federated Malay States was 13,553.

In addition to these Government and Aided English girls' schools there were 19 private girls' schools in the Straits Settlements (twelve in Singapore, three in Penang, and three in Malacca and one in Labuan) and seven in the Federated Malay States (six in Perak and one in Pahang). These had an enrolment of 2,310 girls and 236 boys, with a staff of 107 women, 17 of whom were Europeans, five were locally trained teachers and 85 were untrained.

The girls attending Government and Aided boys' schools numbered 923; as explained in Chapter V (i) co-education is not the policy of the Education Department but in outlying districts, where there are no girls' schools, it is permitted.

The total number of girls receiving an English education at all types of schools in the Straits Settlements and the Federated Malay States at the

end of the school year was 18,541, forming 30% of the total number of pupils in these schools; in other words, the proportion of girls to boys receiving English education was 1 to 2.3.

Pupils are admitted to the schools at the ages and under the conditions indicated for the boys in Chapter V. Attendance is not, of course, compulsory.

The table below shows the percentage of the total enrolment of classes in Government and Aided schools as compared with the school enrolment at the end of the school year:—

Class				1937	1938
Primary	I	...	...	11	12
"	II	...	...	11	11
Standard	I	...	...	12	12
"	II	...	...	12	12
"	III	...	...	12	12
"	IV	...	...	10	10
"	V	...	...	10	9
"	VI	...	...	8	8
"	VII	...	...	7	7
Junior Certificate Class				4	4
School Certificate and Post Certificate Classes				3	3
Total				100	100

The proportion was about the same in 1937 and in 1938. Above Standard V there is a steady decline, in part due to the withdrawal of the girls to help in home duties and in part to inability to pass the tests for promotion which become increasingly rigorous as the girls draw nearer to the classes entering for external examinations.

The average ages of pupils in the different classes in Government and Aided schools at the end of the school year were as follows:—

				AVERAGE AGE	
Class				Years	Months
Primary	I	...	...	7	6
"	II	...	...	8	5
Standard	I	...	...	9	6
"	II	...	...	10	4
"	III	...	...	11	8
"	IV	...	...	12	6
"	V	...	...	13	8
"	VI	...	...	15	2
"	VII	...	...	16	1
Junior Certificate Class				17	—
School Certificate Class				17	9

Comparison with the table in Chapter V (1) will show that there is little difference between the ages of the girls and the boys.



A revised scale of fees was introduced in 1938. Pupils pay \$30 (£3 10s.) a year for the first eight years, and thereafter (in Standard VII and above) \$72 or \$108 (£8 8s. or £12 12s.) a year depending on ability though these higher fees for the upper classes will not come into operation till the year 1942 except in the case of pupils who join these higher classes direct. This is the same rate, as mentioned in Chapter V (1), for boys. Fees are payable monthly.

Free education was granted under practically the same conditions as for the boys (Chapter V). Full details regarding the number of the free places and scholarships and the races among which they are distributed will be found in Appendix IX.

Malay girls if they get a satisfactory pass in Standard III of a vernacular school and are at a reasonable age, are eligible for free education at the English school and if they are specially good they may also in the Federated Malay States receive scholarships of \$10 a month (£14 a year). The conditions governing these awards are the same as for the parallel awards for the boys (Chapter V). There were no Malay special classes for girls similar to those for the boys because the numbers involved did not warrant forming these classes but the Malay girls were given special attention so that they would be able to take their place in the higher classes at an age not markedly beyond that of the girls of other races who go to the English school without any preliminary vernacular education.

The curriculum in the English girls' schools followed closely that of the parallel boys' schools (Chapter V 1 (a)) except that needlework was included. The high standard of needlework of past years was well maintained. The training was practical but with no neglect of artistry. Physical training, and games connected with that training, as far as limited grounds permitted, were included. Direction and guidance from trained woman supervisors however are necessary if any further improvement is to be made.

Some rudiments of science were attempted in one or two schools, Biology being taught in four schools. Nature Study was taught in a few schools.

Domestic Science was taught in all Singapore schools under the direction of two European supervisors, one for the Government and one for the Aided schools but the major problem of training teachers has not yet been faced. In Perak there was a Domestic Science supervisor who continued the by no means small task of organizing the teaching in the English and vernacular schools in this extensive State. The two English girls schools in Taiping included a full domestic science course in their curriculum and steps were in train for its inclusion in the curriculum of other schools as teachers become trained and accommodation and equipment become available. The Penang Convent School had a post-secondary course with an enrolment of 15. Apart from the honourable exceptions mentioned above, little was done in other parts of the Straits Settlements and Federated Malay States though some schools played about with the subject. But there was very general desire on the part of girls' schools everywhere to include the subject in the curriculum if only expert guidance were available.

The photograph on the opposite page shows part of the domestic science room of Raffles Girls' School, Singapore, the school which was responsible for pioneer work in introducing this subject into the curriculum. Pupils and teachers were too absorbed in the subject to be carrying on with the ordinary routine of their work. The "door windows" leading on to the wide verandah are found in most schools in Malaya for they

provide maximum ventilation and allow the room to be swept and cleaned very easily. They are closed as an aid to the photographer. Under the aprons worn by the girls can be seen the neat school blue uniform. The equipment in this room, and in all domestic science rooms in Singapore is not dissimilar from that found in a school in England. But there is at least one difference from England: look at the nearest table and observe the tins filled with disinfectant beneath the legs. Protection is necessary from the attack of the ants. Let a piece of bread be left on the floor or on an unprotected table and almost in the twinkling of an eye an army of ants will appear from nowhere advancing in battle formation to take away the booty. Unless she takes special precautions against "gate-crashers", the housewife in Malaya finds not only the timid mouse, as familiar in the East as in the West, but also a number of other uninvited guests such as the exploring cockroach and the ubiquitous ant.

The importance of school and class libraries in widening general knowledge and in improving the English of the pupils is being increasingly recognized and there were only three of the Government and Aided schools (two in the Colony and one in the F.M.S.) without class or school libraries in 1938 and all except four had staff libraries also. *Out-of-school activities* that do so much to develop personality and initiative increased. Yet the girls' schools still lag behind the boys' schools in this direction. Only nine (an increase of two over 1937) out of twenty-nine schools had literary (or similar) societies and only eight schools (an increase of three over 1937) had magazines.

There were the usual entries for the *Cambridge Local Examinations*.

In the Straits Settlements 335 girls from Government and Aided schools entered for the Cambridge Junior Certificate Examination and 290 passed. The percentage of passes was 87. In 1937 the number of passes was 210 and the percentage 80. There were also 27 private candidates of whom 20, a percentage of 74 passed. Two hundred and forty-two girls from Government and Aided schools entered for the School Certificate Examination and 198 passed; the percentage of passes was 82. In 1937, the number of passes was 157 and the percentage 72.7. Thirty-three private candidates entered and 16, a percentage of 48, passed.

In the Federated Malay States 217 girls entered for the Cambridge Junior Local Certificate Examination and 178 passed, a percentage of 82; as compared with 191, 155 and 81 per cent. in 1937. For the School Certificate Examination the corresponding figures were 152, 99 and 65 per cent., as compared with 152, 98 and 64 per cent. A number of private candidates entered for these examinations, one out of four passing the Junior Certificate examination and three out of twelve passing the School Certificate examination.

Thus the total entry from Government and Aided schools for the Cambridge Junior Certificate examination was 552, of whom 468 passed, namely 85%. The corresponding figures for 1937 were 456, 365, 80%. In the School Certificate examination the total entry was 394, of whom 297 passed, namely 75%. In 1937 the figures were 368, 255, 69%.

Reference was made in Chapter V (1) to the new arrangements made for the *Oral English* tests for candidates in the Junior Certificate and School Certificate examinations. The girls also took the same tests but obtained much better results than the boys. In the Colony 84% of them passed as against 74% boys and in the Federated Malay States 83% as against 74% boys. There were 161 failures, 367 Grade IV passes, 233 Grade III, 150



Grade II, and 49 Grade I. The Chief Examiner (the Deputy Director/Adviser) in his report stated that this was in part due to the smaller classes of the girls' school and to the fact that a larger proportion of girls came from homes where English was spoken. But he also mentioned other factors: the girls mixed more freely than the boys in social intercourse with their senior teachers and, periodical oral tests held in a number of girls' schools were undoubtedly a stimulus. The importance of informal conversation in acquiring fluent and correct speech was stressed and the opportunities afforded by class outings and picnics were mentioned. The readiness of most of the girls to talk showed that they were accustomed to converse in English at their ease and with absence of formality.

At the end of the school year the number of women teachers in the Government and Aided schools of the Straits Settlements and Federated Malay States was 455. There was also one locally trained man (on the staff of St. George's Girls' School, Penang where acute staff shortage compelled the appointment). Of the 455 teachers, 151 were Eurasians, 137 were Chinese, 133 were Europeans or Americans, 30 were Indians and four belonged to other races. All except 62 of these teachers were either missionary teachers or locally trained teachers, and all these 62 were in training in local Normal classes. Thirty-four of the Europeans or Americans and three of the local staff were university graduates and twenty-four of the local staff were graduates of Raffles College. The number of pupils to a teacher (including heads of schools) at the end of the school year was 30 as compared with 28 in 1937.

The salary of women teachers in training who officiated as temporary teachers was \$60 a month (£84 a year). Trained local women teachers drew \$100 a month rising by annual increments of \$10 a month to \$200 a month (£140 a year rising by annual increments of £14 to £280). Five per cent. of the trained local women teachers were eligible for superscale salaries of \$250 a month (£350 a year) and yet another five per cent. for \$300 a month (£420 a year). Local teachers who held degrees of certain British Universities were eligible in addition for a pensionable allowance of \$25 a month (£35 a year). An allowance of \$150 a month (£210 a year) was given to aided schools for each Missionary teacher (European or American) up to a certain percentage; to teachers in excess of that percentage the allowance was only \$100 a month (£140 a year). A flat rate of \$120 a month (£168 a year) was paid to all missionary teachers in Roman Catholic Convents. European Mistresses in Government schools who were required to have a degree, qualifying them to teach secondary classes, or a higher Froebel Certificate or similar qualification, qualifying them for primary work, received \$300 a month rising by annual increments of \$25 a month to \$500 a month (£420 a year rising by annual increments of £35 to £700). For these European Mistresses there were four superscale posts in the combined Straits Settlements and Federated Malay States service of \$600 a month (£840 a year).

In Chapter V will be found a note giving information relating to pensions, etc., paid to local teachers, men and women.

Three private English hill schools all in Pahang, purely for Europeans, for girls and young boys have been excluded from previous reference in this section. They were St. Margaret's School at Fraser's Hill, a school which has been in existence for a number of years, and the Pensionat Notre Dame (a school of the Order of Dames de St. Maur) and the Tanglin School at Cameron Highlands, both of which were opened in May, 1935. St. Margaret's School is about 4,200 feet up and the other two about 4,800 feet

up. The minimum temperature at night at Fraser's Hill averages about 58° Fahrenheit and at Cameron Highlands about 55° Fahrenheit; on the plains it averages about 72° Fahrenheit. At the end of the school year their total enrolment was 183, of whom 108 were girls and 75 were boys and their staff consisted of 12 European Mistresses. There is no age limit for the girls but the boys usually leave when they are about ten years old. One of the schools is prepared to keep girls until they enter for the School Certificate examination and another until they reach the standard of the Common Entrance Examination. The fees vary from \$75 to \$95 a month (£8 15s. to £11 1s. 8d. a month).

#### (ii) Chinese Schools

There were Junior Middle classes in seven girls schools (five in the Colony and two in the F.M.S.), the syllabus following that described in Chapter V (ii). The total number of girls receiving a secondary education in Chinese was 1,029 (703 in the Colony and 326 in the F.M.S.) as compared with 780 in 1937.

### C.—TRAINING OF TEACHERS

#### (i) English Schools

The local teachers for girls' schools gain their qualifications and receive their training in the same way as those for the boys' schools (Chapter VII). Only women are now accepted for admission to the *Normal Classes*. It was not intended to provide any additional "Elementary" Normal Courses *i.e.*, three-year normal courses qualifying teachers for Standards III to VIII as contrasted with the "Primary" Normal Courses *i.e.* three-year normal courses qualifying teachers for classes up to and including Standard II. But it has been found impossible to get sufficient women Raffles College graduates for anywhere except Singapore. To meet this perplexing and increasing staff problem Elementary Normal Courses for women were started in Malacca in 1937 and in Perak and Selangor in 1938. There was almost an equally acute shortage of primary teachers though Primary Normal Courses were restarted in Singapore, Penang and Selangor in 1936. The discontinuance of the Normal Classes for three years as a measure of economy was responsible for accentuating the shortage: marriage involves constant losses of teachers though quite a number of teachers on marriage are prepared to accept the temporary employment that can be offered them.

The three year Normal Course includes English (with emphasis on oral English) and theory and practice of teaching in each year, with the addition of hygiene and (where instructors are available) physical training and art for the second and third years. Admission to the Normal Class is by selection by the local Inspector from applicants who have passed the School Certificate examination together with a pass in Oral English. A competitive examination, oral and written, together with an interview is the usual method of selection. Students in the Normal Class are attached to schools as unpaid student teachers during their period of training. Unfortunately there was such a demand for teachers that in 1938 a large number of the students in training had to become full-time teachers. It was far from satisfactory for these students to carry such a heavy burden but there was no alternative.

The *Normal Class examinations* at the end of the Second Year are progress examinations conducted locally. At the Malacca (Elementary Course) Second Year examination in 1938 all candidates (15) passed. The examinations at the end of the First and Third Years are conducted by a



87

Board of Examiners of which the Deputy Director/Adviser is Chairman. At the First Year examination (Elementary Course) held in 1938, 67 out of 78 passed: there were three Centres namely Perak (19 passed), Selangor (25 passed) and Johore (23 passed)—by arrangement the Unfederated State of Johore takes the Normal Class examinations of the Straits Settlements and Federated Malay States. At the Third Year examination (Primary Course) held in 1938, 68 out of 72 passed; there were three Centres namely Singapore (31 passed), Penang (18 passed), and Selangor (19 passed). The teachers who passed the Third Year examination will be eligible for Normal Class certificates when they have proved their efficiency as teachers over a period of two years.

Reference has already been made in Chapter VII to the various *Post-Normal courses* for teachers open to women as well as men. Perak also had special Domestic Science classes for women teachers: twenty-one teachers completed the course and all qualified for certificates.

### (ii) Malay Schools

*Malay Women Teachers' College, Malacca.*—The foundation of the Malay Women Teachers' Training Centre (in 1938 raised to the status of a College) is described in Part I of this Report. It receives students from the Straits Settlements, the Federated Malay States and the Unfederated Malay States. A two year course of training is given.

Miss M. LOMAS was Acting Principal from 1st January to 5th May and from 24th December to the end of the year. During her furlough from 6th May to 23rd December, Miss D. F. CLARK, European Mistress, acted for her. Miss J. L. DOUGHTY was appointed to act as Assistant Supervisor from 1st April. There were also two Malay teachers.

At the beginning of 1938 there were 48 students in residence, 24 in the First Year and 24 in the Second Year class.

The general health of the students was good. There were a few cases of coughs and colds. Three girls had their tonsils removed. Twelve girls were found to require spectacles.

Useful propaganda was conducted to encourage the right attitude to medical attention. In addition to talks on the subject, a detailed visit of inspection to the Malacca Hospital was arranged. As a result the dentist, the outside clinic, the ophthalmologist and the hospital were no longer regarded with terror. The improvement in general health was in part to be attributed to this.

In matters of personal hygiene the very strictest supervision was still required: the example of the second year students was of more effect than much precept. In connection with hygiene lectures, second year students visited the Malacca Child Welfare Clinic in groups of three twice weekly; they observed the handling and care of babies and were enthusiastic to help.

Aesthetic appreciation is no longer unknown and most of the students were fastidious about dress and appearance. Discipline was excellent, not the discipline of restraint but of happy freedom and of ready co-operation in the duties as well as the pleasures of community life.

The work both of the First and the Second Year students showed steady improvement during the year. But the students still find it difficult to deal with problems requiring judgment.

Craft work in lace-making, mengkuang (screw-pine), weaving and needlework produced some good results. Eight awards were obtained at

these schools should set an example. Twenty-two out of the 29 girls' schools but only 43 out of 74 boys' schools have tick marks—the numbers are—Singapore, 21 out of 31; Penang, 14 out of 22; Malacca, 3 out of 8; Perak, 8 out of 17; Selangor, 11 out of 16; Negri Sembilan, 4 out of 7; Pahang, 1 out of 3. It will be noted that Selangor had the best record and that Pahang, Malacca and Perak were the most backward.

Details with regard to the medical inspection in each State and Settlement are briefly noted below. Motor travelling dispensaries everywhere visited all outlying schools and left supplies of simple medicines. It was reported from most districts that western medicine was no longer regarded with suspicion and the visit of the travelling dispensaries was frequently awaited with eagerness.

Reference ought to be made to the "drink milk" campaign encouraged by the schools at the request of the health authorities. Practically all English schools had arrangements whereby children could buy milk—fresh milk, re-constituted milk, a mixture of condensed or evaporated milk prepared to a formula, or malted milk.

It should be explained that sanitary inspection was a routine preliminary everywhere to the registration of all new school premises. In general, sanitary conditions conformed with the prescribed requirements and where they did not departmental action was usually sufficient to get matters put right.

*Singapore.*—For the whole year two full time medical officers (a Lady Medical Officer being one) were engaged in medical inspection; for the latter half of the year there was an additional full-time medical officer. The Lady Medical Officer examined 4,392 in English girls' schools, 616 in Malay girls' schools, 1,425 in Chinese girls' schools, 3,061 in lower classes of English boys' schools and 163 in lower classes of Chinese boys' schools. It was found possible with these 9,657 to complete the first routine examination and the re-examination of those with defects. The two Medical Officers examined 19,577 in Government and Aided boys' schools but were unable to do more than complete the first routine examination. Sixty-six per cent. were referred for re-examination as compared with 70% in 1937; dental conditions accounted for 57%. Poor children were eligible for free dental treatment but the Dental Clinic was too pressed to deal with all cases. Poor children were given a ration of milk at the cost of the Health Department and under-nourished children were given cod-liver oil. The typhoid epidemic mentioned above effected 70 schools and 248 children; there were 25 fatal cases due mainly to delay in entering hospital. There were 10 cases of leprosy and one of neurodermatitis: in 1939 a complete survey is to be made. The School Sanitary Inspector inspected 451 schools and paid 1,725 visits. The School Sanitary Inspector (in the town), the District Sanitary Inspectors (in rural areas) and the School Health Nurse followed up cases of infection and contagion and advised parents.

*Penang.*—There was a full-time Assistant Health Officer for Penang island for boys' schools; in Province Wellesley inspection of these schools was by the Health Officer and the District Medical Officers. There was a Lady Medical Officer for girls' schools of the whole Settlement. Sixteen thousand eight hundred and eighty-one children were inspected of whom 44% had dental defects. The European Dental Officer was responsible for town schools and paid weekly visits to rural areas; 1,869 children received free dental treatment.



*Malacca.*—There was for the first time a full time Assistant Medical Officer for schools. The Lady Medical Officer inspected the pupils of the girls' schools. More attention was paid to bad teeth and poor eyesight. 13% of the children had dental defects. Children who were poor were provided with free spectacles.

*Perak.*—Medical inspection was part time work of Health Officers, Lady Medical Officers and Health Inspectors. Two hundred and fifty three schools were visited and 17,480 pupils examined. Twenty-two per cent. had dental defects. The Dental Surgeon visited 113 schools and examined 2,068 pupils of whom 1,549 were treated.

*Selangor.*—Medical inspection was arranged as in Perak. The Dental Surgeon visited a number of schools in addition. Throughout the year the Methodist Boys' School, Kuala Lumpur maintained a school clinic with a trained nurse in charge.

*Negri Sembilan.*—Medical inspection was arranged as in Perak. Fifty schools were visited and 5,903 pupils examined.

*Pahang.*—Medical inspection was arranged as in Perak. Two Assistant Dental Surgeons carried out periodical inspections. The campaign against skin diseases met with much success.

#### B.—GAMES AND SCHOOL HOSTELS

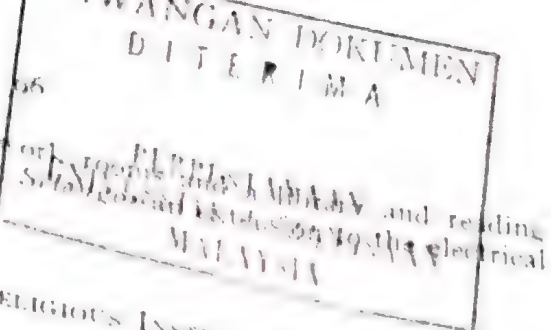
(a) *Games.*—Special emphasis was placed on the importance of school games. Games and athletics generally are regarded as part of the school curriculum and are no longer restricted to fielding one representative team from each school. The aim is for every boy and girl to take part in games. This aim was not far from realisation in most of the Government and Aided English schools for boys and still further progress towards the same end was made in the parallel girls schools though naturally much still remains to be done in these schools.

In the Straits Settlements 28 out of 42, and in the Federated Malay States 24 out of 34 controlled English boys' schools had playing fields of not less than two acres in extent. Municipal or other local playing-fields, were available in some places. The games played were association football, cricket, hockey, rugby football (at a few schools), volley-ball, basket-ball, base-ball (one school only), badminton, tennis, etc. Association football still held pride of place among the games played. Rugby football is however, gaining ground in some schools and the game is no longer regarded by boys (as it was at one time) as a sort of licensed form of personal assault and battery. Badminton continued to grow in popularity; it is played much at the homes of the pupils and wherever ground can be found for it. Annual Sports were held by practically all schools and, in keeping with the emphasis placed on efforts for the side—the house or the school—rather than on individual achievement, most of the events were team races. The "House" system was found in all schools. Inter school games between schools in the same Settlement or State and in different Settlements and States were common. In the Straits Settlements systematic swimming instruction was continued in Singapore and in Malacca. In Kuala Lumpur schools again made good use of the old Swimming Pool and a new pool for schools was opened at the Victoria Institution. In Singapore and Malacca there were life saving classes. Facilities for indoor games like ping-pong, etc., were often provided. Only one or two schools had gymnasia. A number of schools had see-saws, swings, slides, etc. for the younger children.

The English girls' schools continued to extend their games organisation, though the numbers taking part were still not large. The aided English girls' schools usually stand on exiguous sites and they generally



an annexe containing three large rooms was opened in September. In section was begun.



#### D. MORAL AND RELIGIOUS INSTRUCTION

Religious instruction is given in the schools of the Christian Brothers, the Convents, the schools of the American Methodist Mission, of the Church of England and of the Plymouth Brethren; it is not given in Government schools. It has to be taken either before or after the regular school hours, and no pupil can be compelled to attend when it is given or to take part in any religious observance. Christian religious knowledge, however, continued to be offered by some candidates in the Cambridge Local examinations who received no teaching in it in schools but were under the mistaken impression that it was a "soft option".

In Government schools moral instruction was mainly indirect: the inculcation of the observance of right conduct is expected from every master and mistress at every period of the day, in school or out of school, by practice and precept. The various out-of-school organisations play their part in the development of character. Discipline continued to be easy to get though, happily, not as easy as formerly: local boys and girls with their fuller and expanding lives now have almost as happy a spirit of mischief and as joyous a love of fun as their prototypes in the British Isles.

Most Malay boys received instruction in the Koran; this instruction, however, took place out of school hours, usually in the afternoon and often at the local mosques. In Selangor Malay schools, however, religious instruction is given for half an hour every day and is based on text-books prepared by His Highness the late Sultan and approved by the Religious Committee. In Negri Sembilan also Koran classes find a place on the morning time-table of the Malay schools.

In most Chinese schools Civics was included in the curriculum and the moral maxims of the New Life Movement in China were taught in many schools.

Thrift received special encouragement in the English and Malay schools among teachers and pupils. In the campaign for thrift among pupils the Federated Malay States made greater efforts than the Straits Settlements. In Selangor Malay school pupils saved \$4,594.16 in the Post Office Savings Bank; in Pahang they saved \$771.70 in the Post Office Savings Bank and \$639.36 was saved in one cent pieces in the bamboo money-box ("tabong" or "chiling"); in Negri Sembilan \$734.37 was saved in the Post Office Savings Bank, a good beginning for a first year's campaign. These were amounts saved by Malay school pupils. A number of English schools in the Colony and in the Federated Malay States also encouraged Savings Bank accounts and in future annual reports it is hoped that detailed figures may be available. In Perak one Malay school (Gunong Semanggol School) started a co-operative shop with the help of the Co-operative Department.

Most of the teachers in the English and Malay schools belonged to Co-operative Thrift and Loan Societies. But indebtedness was still a problem of serious dimensions among Malay school teachers and by no means negligible among English school teachers. In thrift, as in hygiene, there are many teachers who do not practise what they teach to their pupils: until they do, their teaching is not likely to be successful. There are many teachers who have not yet developed a moral sense as far as their own



personal finances are concerned: until this moral sense is widespread the teachers cannot become the leaders in a much needed campaign to urge the adjustment of expenses to income.

#### E.—ARRANGEMENTS FOR DEFECTIVE OR DELINQUENT CHILDREN

The St. Nicholas Home, a Church of England Missionary Institution, for blind and crippled children continued its excellent work in the Settlement of Penang; it received a Government grant of \$1,500. Largely owing to the generosity of Lord NUFFIELD, the Home was able to move into more commodious premises early in the year.

Delinquent boys may on conviction by a Court be placed in the Reformatory in Singapore where they are taught trades and where they are given all the freedom that is possible in the circumstances. The Reformatory report for 1938 will be found in Appendix XXV.

## CHAPTER X

### MISCELLANEOUS

#### (a) CO-OPERATION WITH OTHER DEPARTMENTS

The Education Department was again responsible for conducting a large number of examinations as for instance in Malay for the Police Department and for Officers of His Majesty's Forces, and in English for Interpreters. Examiners were provided for subjects in the Junior Clerical examinations of the Government service. The increase in the number of external examinations conducted by the Department is becoming a serious problem. Excluding the Cambridge Local and Queen's Scholarship Examinations, which are for pupils, there were no less than 20 public examinations conducted in Singapore alone. It is very desirable that post-school and adult education should be encouraged and the Education Department gives every assistance possible.

Very close co-operation continued with the Department of Agriculture, whose officers rendered great assistance by regular inspections of school gardens. The Medical and Health Department provided the usual school services and assisted with the inspection of the buildings of schools applying for registration. The Forest Department again helped by issuing free permits to schools to collect basketry materials from forest reserves. The Public Works Department gave much appreciated co-operation in the carrying out of the various building programmes. The Railway Department as in past years issued third class season tickets for pupils at half the usual rates. In some schools officers of the Police and Co-operative Departments gave lectures on road safety and thrift. The various Land Offices were very helpful in the selection of sites. The Chinese and Labour Departments gave advice and help about the financial position of applicants for free education and supplied other information of value.

#### (b) CO-OPERATION WITH OTHER AGENCIES

Most of the aided schools are managed by the Christian Brothers, the de St. Maur, the Church of England, and the Government meets the expenditure of these schools at approved rates. The American Episcopal and American Methodist schools are also aided by the Government. The expenditure of these schools is also met by the Government at approved rates.

## (c) REGISTRATION OF SCHOOLS

schools can be found in General Table I and of teachers in Table VI. There were no schools other than purely religious schools not registered together with their teachers.

No prosecutions in the Federated Malay States and six in the C. six were on account of unregistered and insanitary schools and in the accused was convicted and fined.

The English schools that are registered may be divided into two main types:—

- (a) those controlled by religious bodies as educational and not commercial undertakings, most of which are accommodated in proper school buildings,
- (b) those carried on by individuals for profit, many of which are accommodated in any sort of building, "shop-house", private house, office or godown.

Full details of these schools were given in Chapter V.

## (f) EMPLOYMENT BUREAUX

There were Education Department *Employment Bureaux* in all centres in the Straits Settlements and one in the Federated Malay States in Perak. In the Federated Malay States, the area of the States and the scattered schools provide a problem and make central Employment Bureaux difficult to maintain; but special assistance was given in all schools to qualified boys seeking employment and the Education Departments helped as much as possible, in particular in keeping schools informed of vacancies and in supplying details of openings in Government service. In Singapore, 81 boys were found posts and an increasing number of commercial firms made use of the Bureaux; Municipal and Government departments rarely availed themselves of its facilities. In Penang and Malacca the Employment Bureaux were freely used by Government and Municipal Departments and private firms. In the Federated Malay States most Government appointments were filled through the local Education Department. Schools continued to undertake propaganda with pupils to correct inflated ideas regarding the initial salary that a boy should get who is untrained in the work he is about to do.

W. LINEHAN,  
Director of Education, S.S.  
and Adviser on Education, Malay States.

SINGAPORE, 28th June, 1939.



## GENERAL, TABLE I

## ABSTRACT STATEMENT OF INSTITUTIONS AND PUPILS

INSTITUTIONS MAINTAINED OR AIDED FROM COLONIAL REVENUE OR LOCAL PUBLIC FUNDS											OTHER INSTITUTIONS		Grand Total
Particulars	1	SCHOOL EDUCATION—GENERAL				School Education-Vocational	Inspected†	Not Inspected	7	8	9		
		Post Secondary Education	Secondary Schools†	Primary Schools	Total of columns 3 and 4								
												2	
Institutions													
Males	{ European	..	..	..	..	..	..	..	3	..	..	3	
Females	{ Non-European	..	26	311	337	8	66	440	853	..	..	..	
	{ European	..	..	..	..	..	..	..	..	..	..	..	
	{ Non-European	..	16	61	77	13	17	15	122	..	..	..	
	TOTAL	2	42	372	414	21	86	455	978	..	..	..	
Pupils Enrolled*													
Males	{ European	..	..	..	..	..	..	..	76	..	..	76	
Females	{ Non-European	320	6,362	47,410	53,772	1,212	7,099	20,673	83,076	..	..	..	
	{ European	..	..	..	..	..	..	..	..	..	..	..	
	{ Non-European	67	2,006	19,622	21,628	702	2,871	6,405	31,673	..	..	..	
	TOTAL	387	8,368	67,032	75,400	1,914	10,123	27,078	114,902	..	..	..	

\* Primary English Schools here means all schools with classes below Standard Six.

† Of these secondary schools 32 have primary departments the enrolment of which are included in column 4 under Pupils Enrolled.

‡ Inspected institutions are those for which Government assumes responsibility by inspection or regular visiting or by representation in the Governing Body.

S.S.

## GENERAL TABLE II

PERCENTAGE OF POPULATION ENROLLED IN INSTITUTIONS MAINTAINED OR AIDED FROM COLONIAL REVENUES AND LOCAL PUBLIC FUNDS\*  
(Government and Aided)

1	2		3		4	
	Population (according to the latest accessible estimate)		Total Number of Pupils Enrolled in Maintained and Aided Institutions		Percentage of Column 3 to Column 2	
	Male	Female	Male	Female	Male	Female
EUROPEAN						
NON-EUROPEAN:—						
Eurasians	6,511	3,492	..	..	..	..
Malays	5,420	5,872	1,579	1,401	29.1	24.8
Chinese	142,772	142,544	20,779	6,534	14.5	4.5
Indians	411,020	251,802	27,732	12,412	6.7	4.9
Others	98,143	34,134	4,357	2,196	4.4	6.4
	6,008	5,001	243	199	3.0	3.9
Total	671,080	442,935	54,690	22,802	8.2	5.1
Total (Male and Female)	1,114,015		77,492		6.9	

\* Further details will be found in Appendix XXI.



GENERAL TABLE II—continued  
 PERCENTAGE OF POPULATION ENROLLED IN INSTITUTIONS MAINTAINED OR AIDED FROM FEDERAL,  
 REVENUES AND LOCAL, PUBLIC FUNDS\*  
 (Government and Aided)

1	2		3		4	
	Population (according to the latest Census Report)		Total Number of Pupils Enrolled in Maintained and Aided Institutions		Percentage of Column 3 to Column 2	
	Male	Female	Male	Female	Male	Female
EUROPEAN						
NON-EUROPEAN:—						
Eurasians	..	..	..	..	..	..
Malays	..	..	..	..	..	..
Chinese	..	..	..	..	..	..
Indians	..	..	..	..	..	..
Others	..	..	..	..	..	..
Total	..	..	..	..	..	..
Total (Male and Female)	..	..	..	..	..	..
	1,046,054	667,042	99,948	42,464	9.55	6.36
	1,713,096		142,412		8.31	

\* Further details will be found in Appendix XXI.

S.S. and F.M.S.

# SUMMARY OF GENERAL TABLE II

## PERCENTAGE OF POPULATION ENROLLED IN INSTITUTIONS MAINTAINED OR AIDED FROM GOVERNMENT FUNDS\* (Government and Aided)

1	2		3		4	
	Population (according to the latest accessible estimate)		Total Number of Pupils Enrolled in Maintained and Aided Institutions		Percentage of Column 3 to Column 2	
	Male	Female	Male	Female	Male	Female
EUROPEAN						
NON-EUROPEAN:—						
Eurasians	10,576	5,777	85	117	80	2.02
Malaya	7,624	7,019	2,081	1,942	27.20	24.52
Chinese	448,725	430,322	64,461	23,669	14.36	5.50
Indians	888,452	486,606	65,742	28,514	7.39	5.85
Others	344,134	168,130	21,945	10,590	6.37	6.35
	17,623	11,214	324	334	1.83	2.97
Total	1,717,134	1,109,977	154,638	65,266	9.0	5.88
Total (Male and Female)	2,827,111		219,904		7.77	

\* Further details will be found in Appendix XXI.



S.S.

**GENERAL TABLE IIIA**  
**Government and Aided English Schools**  
**SCHOLARS BY SCHOOL YEARS AND AGES IN English Schools MAINTAINED OR AIDED FROM**  
**COLONIAL REVENUES OR LOCAL PUBLIC FUNDS**  
**Primary Schools and Primary or Preparatory Departments of Secondary Schools**

YEAR OF SCHOOL COURSE																
Primary I		Primary II		Std. I		Std. II		Std. III		Std. IV		Std. V		Special Malay Classes	Total	
1		2		3		4		5		6		7				
Ages	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	Male	Female
Below 6	57	35													57	38
6	1,012	523	129	110	6	8	2	1							1,149	622
7	692	326	876	445	143	123	6	5							1,716	901
8	198	73	681	283	830	461	123	108	11	19					1,843	945
9	21	10	179	55	566	244	638	392	141	117					1,564	835
10	14	1	56	18	196	105	611	246	513	322	12	17			1,583	827
11	5		16	2	56	22	340	99	509	262	122	122			1,657	803
12	3		9	1	16	10	91	42	332	115	439	299			1,569	657
13	1		5		10	3	51	3	150	45	450	109			1,203	409
14			2		3		8	1	56	9	202	44			695	186
15					3		7		10	3	51	10			238	64
16							1		..2	..	16	1			85	10
Above 16																
TOTAL	2,003	968	1,952	917	1,829	976	1,878	897	1,724	894	1,892	850	1,780	815	13,359	6,317

GENERAL TABLE IIIA—continued  
 Secondary Schools and Secondary Departments attached to Primary Schools  
 (Excluding Primary or Preparatory Departments of Secondary Schools)

Ages	SCHOOL YEAR										Total	
	Standard VI		Standard VII		Cambridge Junior		School Certificate		Scholarship and Commercial Classes			
	1		2		3		4		5			
Below 12 ..	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	Male	Female
12 — 13 ..	19	32	2	1	..	..	..	..	..	..	21	33
13 — 14 ..	143	135	27	36	..	..	..	..	..	..	174	172
14 — 15 ..	457	174	152	126	20	22	22	17	..	..	632	323
15 — 16 ..	495	166	335	162	114	84	126	64	..	..	967	429
16 — 17 ..	277	115	450	106	294	100	259	73	1	1	1,154	386
17 — 18 ..	141	48	288	60	357	56	292	57	7	2	1,066	230
18 — 19 ..	33	20	147	31	262	30	195	25	21	20	771	167
19 — 20 ..	9	1	17	8	113	21	79	13	37	12	354	67
Above 20 ..	1	..	1	4	29	5	11	..	20	2	117	24
Total ..	..	..	1	..	2	1	..	..	7	2	15	3
	1,575	691	1,420	534	1,194	329	988	250	94	39	5,271	1,843



GENERAL TABLE III<sup>n</sup>

SCHOLARS BY SCHOOL YEARS AND AGES IN Malay Schools MAINTAINED OR AIDED FROM COLONIAL, REVENUES OR LOCAL, PUBLIC FUNDS

*Primary Schools and Primary or Preparatory Departments of Secondary Schools*

Ages		YEAR OF SCHOOL COURSE										Total			
		Standard I		Standard II		Standard III		Standard IV		Standard V			Standard VI		
		1	2	3	4	5	6								
Below 6	6	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	Male	Female
6	7	22	35	3	10	1	17	1	21	..	..	..	..	26	45
7	8	1,648	842	172	146	6	88	5	..	..	..	..	..	1,827	1,055
8	9	1,733	773	1,151	464	236	404	149	69	..	..	..	..	3,125	1,296
9	10	875	378	1,364	556	1,000	476	734	235	3	7	..	..	3,391	1,407
10	11	285	126	776	276	1,333	239	302	379	48	80	..	..	3,176	1,120
11	12	75	33	300	87	755	72	1,247	302	379	80	..	..	2,756	741
12	13	33	7	79	16	254	16	1,012	160	741	110	93	6	2,212	371
13	14	15	1	30	1	82	4	599	70	764	67	33	10	1,523	165
14	15	3	..	8	..	19	..	175	16	569	48	69	11	843	79
15	16	3	..	1	..	5	..	34	4	241	19	91	4	375	27
16	16	..	..	..	..	1	..	4	1	08	7	79	4	152	12
Above 16	16	..	..	..	..	..	..	1	..	7	1	16	6	24	7
Total		4,692	2,195	3,884	1,556	3,692	1,316	3,061	878	2,820	339	381	41	19,430	6,325

GENERAL TABLE IIIb—continued

SCHOLARS BY SCHOOL YEARS AND AGES IN Malay Schools MAINTAINED OR AIDED FROM  
FEDERAL REVENUES OR LOCAL PUBLIC FUNDS

Primary Schools and Primary or Preparatory Departments of Secondary Schools

Ages	YEAR OF SCHOOL COURSE												Total	
	Standard I		Standard II		Standard III		Standard IV		Standard V		Standard VI			
	1	2	3	4	5	6	7	8	9	10	11	12		
Below 6 ..	M. 219	F. 154	M. 13	F. 13	M. 114	F. 32	M. 10	F. 1	M. 3	F. 1	M. 19	F. 2	Male 232	Female 167
6 — 7 ..	M. 3,247	F. 1,049	M. 627	F. 302	M. 114	F. 305	M. 10	F. 3	M. 147	F. 17	M. 410	F. 121	Male 3,988	Female 2,284
7 — 8 ..	M. 5,055	F. 2,567	M. 2,074	F. 895	M. 679	F. 536	M. 248	F. 104	M. 301	F. 373	M. 2,089	F. 373	Male 7,818	Female 3,770
8 — 9 ..	M. 1,903	F. 1,143	M. 3,235	F. 1,599	M. 1,260	F. 1,062	M. 999	F. 301	M. 147	F. 17	M. 410	F. 121	Male 6,649	Female 3,383
9 — 10 ..	M. 864	F. 509	M. 1,537	F. 755	M. 2,871	F. 1,082	M. 2,718	F. 690	M. 410	F. 121	M. 2,089	F. 373	Male 6,418	Female 2,644
10 — 11 ..	M. 309	F. 174	M. 808	F. 331	M. 1,620	F. 594	M. 2,718	F. 690	M. 410	F. 121	M. 2,089	F. 373	Male 5,898	Female 1,910
11 — 12 ..	M. 76	F. 28	M. 315	F. 154	M. 862	F. 255	M. 1,365	F. 436	M. 2,089	F. 373	M. 2,089	F. 373	Male 4,753	Female 1,248
12 — 13 ..	M. 26	F. 4	M. 135	F. 50	M. 400	F. 121	M. 884	F. 176	M. 1,005	F. 184	M. 1,005	F. 184	Male 2,523	Female 638
13 — 14 ..	M. 7	F. 4	M. 34	F. 2	M. 149	F. 26	M. 422	F. 62	M. 659	F. 141	M. 659	F. 141	Male 1,412	Female 243
14 — 15 ..	M. ..	F. 2	M. 10	F. ..	M. 33	F. 2	M. 164	F. 15	M. 351	F. 52	M. 351	F. 52	Male 666	Female 78
15 — 16 ..	M. ..	F. ..	M. ..	F. ..	M. 5	F. 1	M. 20	F. 1	M. 110	F. 17	M. 110	F. 17	Male 212	Female 23
Above 16 ..	M. ..	F. ..	M. ..	F. ..	M. ..	F. ..	M. 3	F. ..	M. 31	F. 3	M. 31	F. 3	Male 49	Female 3
Total ..	11,706	6,534	8,788	4,101	8,002	2,934	6,833	1,789	4,805	909	479	24	40,613	16,291



GENERAL TABLE IIIc  
 SCHOLARS BY SCHOOL YEARS AND AGES IN Chinese Schools MAINTAINED OR AIDED FROM  
 COLONIAL REVENUES OR LOCAL PUBLIC FUNDS  
*Kindergarten and Primary Schools*

Ages	Kindergarten				Primary												Total	
	1st Year		2nd Year		1st Year		2nd Year		3rd Year		4th Year		5th Year		6th Year			
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.		
Below 6	59	45	41	19	16	6	1	38	..	2	10	..	..	..	..	..	117	70
6 — 7	156	69	56	53	551	246	61	115	..	32	20	..	..	..	..	..	826	416
7 — 8	107	52	28	37	834	339	189	211	101	83	12	11	..	3	..	..	1,191	570
8 — 9	42	25	11	28	835	351	464	285	280	163	97	55	..	8	..	..	1,465	717
9 — 10	22	18	20	17	586	265	703	229	220	156	140	73	48	27	3	2	1,722	832
10 — 11	10	10	9	7	334	165	563	220	422	194	137	151	88	40	7	11	1,331	691
11 — 12	4	9	5	5	250	133	482	220	450	160	380	150	163	117	14	7	1,402	816
12 — 13	..	8	1	2	150	70	382	130	374	120	361	127	280	118	54	22	1,580	659
13 — 14	..	..	..	..	41	17	190	59	276	52	282	101	251	73	87	54	1,333	495
14 — 15	..	..	..	..	24	8	106	27	93	17	160	40	340	54	111	50	1,050	311
15 — 16	..	..	..	..	5	1	42	3	29	3	70	20	142	30	66	41	706	156
Above 16	..	..	..	..	1	..	3	3	29	3	70	20	142	30	45	27	290	83
Total ..	400	230	171	168	3,627	1,601	3,186	1,320	2,279	978	1,640	732	1,323	567	387	214	13,013	5,816

GENERAL TABLE IIIc—continued

Secondary Schools and Secondary Departments attached to Primary Schools  
(Excluding Primary or Preparatory Departments of Secondary Schools)

Ages	JUNIOR MIDDLE OR SIMPLIFIED NORMAL						SIMPLIFIED NORMAL				SENIOR MIDDLE						Total
	1st year		2nd year		3rd year		4th year		1st year		2nd year		3rd year				
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.			
12	19	13	..	4	..	..	..	..	..	..	..	..	..	..	19	17	
13	44	41	..	18	..	..	..	..	..	..	..	..	..	..	59	60	
14	108	66	..	36	..	5	..	..	..	..	..	..	..	..	136	108	
15	139	75	..	47	..	17	..	..	..	..	..	..	..	..	212	154	
16	130	43	..	56	..	34	..	..	..	..	..	..	..	..	275	150	
17	73	24	..	90	..	42	..	..	..	..	..	..	..	..	228	123	
18	24	11	..	20	..	32	..	..	..	..	..	..	..	..	140	67	
19	9	1	..	2	..	8	..	..	..	..	..	..	..	..	58	27	
Above 20	..	..	..	1	..	5	..	..	..	..	..	..	..	..	17	5	
TOTAL ..	546	274	350	214	141	116	..	56	69	26	38	25	..	..	1,144	711	



## GENERAL TABLE IIIc—continued

Chinese Schools

STUDENTS BY SCHOLARS AND AGES IN Chinese Schools AIDED FROM FEDERAL GOVERNMENT FUNDS  
Primary Schools or Primary Departments of Middle (Secondary) Schools

Ages	Kinder- garten	LOWER PRIMARY						HIGHER PRIMARY						Total		
		1st year		2nd year		3rd year		4th year		1st year		2nd year				
		M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.			
Below 6		114	67	124	34	1	..	..	..	..	..	..	..	239	101	
6		239	117	902	303	56	13	..	..	..	..	..	..	1,197	433	
7		105	53	1,408	596	289	123	15	5	..	..	..	..	1,818	778	
8		63	34	1,500	634	912	309	148	45	..	..	..	..	2,628	1,026	
9		45	10	1,103	464	1,125	396	486	149	3	6	..	..	2,818	1,061	
10		13	12	659	320	1,181	521	576	255	89	20	7	3	2,949	1,313	
11		4	4	373	209	886	390	892	328	170	49	30	20	2,856	1,184	
12		3	1	201	119	578	214	762	296	298	133	67	35	2,492	1,008	
13		..	1	68	33	282	191	500	183	422	170	144	62	1,956	732	
14		..	..	30	7	115	38	284	90	431	145	212	75	1,494	487	
15		..	..	12	3	43	18	133	46	318	96	186	76	884	289	
16		..	..	..	..	..	..	37	32	197	60	137	79	469	230	
Above 16		..	..	1	2	9	1	88	56	197	60	137	79	469	230	
TOTAL ..		586	299	6,381	2,724	5,477	2,214	3,833	1,429	2,803	946	1,928	679	792	21,800	8,642

Ages	Junior Middle				Senior Middle				Normal Classes						Total																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
	1st Year		2nd Year		3rd Year		1st Year		2nd Year		3rd Year		4th Year																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													
Below 12	..	3	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..



# GENERAL TABLE IIID

SCHOLARS BY SCHOOL YEARS AND AGES IN Indian Schools MAINTAINED OR AIDED FROM COLONIAL REVENUES OR LOCAL PUBLIC FUNDS

*Primary Schools and Primary or Preparatory Departments of Secondary Schools*

Ages	YEAR OF SCHOOL COURSE														Total	
	Primary I		Primary II		Std. I		Std. II		Std. III		Std. IV		Std. V			
	1		2		3		4		5		6		7			
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.		
Below 6	104	86	1	3	..	..	..	..	..	..	..	..	..	..	105	89
6 —	236	162	94	88	..	12	..	..	..	..	..	..	..	..	339	262
7 —	127	124	118	71	32	40	..	9	..	..	..	..	..	..	287	247
8 —	55	72	92	54	53	40	19	7	..	..	..	..	..	..	225	173
9 —	21	21	58	39	49	33	43	23	7	..	..	..	..	..	180	124
10 —	12	14	31	16	39	26	30	21	8	26	20	1	2	..	149	99
11 —	11	4	18	4	..	5	53	21	35	35	16	9	6	..	149	60
12 —	4	5	6	1	10	2	25	7	31	18	4	15	2	..	95	50
13 —	1	1	6	1	3	2	8	1	6	6	..	1	1	..	56	15
14 —	1	..	2	..	4	1	5	..	..	..	1	2	6	..	25	2
15 —	1	..	2	..	..	..	2	..	..	..	1	..	..	..	8	2
16 —	3	..	1	..	..	..	..	..	..	1	..	..	..	..	1	..
Above 16	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
TOTAL ..	575	489	426	277	217	161	164	92	131	63	56	25	20	16	1,619	1,123





S.S. and F.M.S.

SUMMARY OF GENERAL, TABLE III—continued  
(Excludes Chinese Schools)

Secondary Schools and Secondary Departments attached to Primary Schools  
(Excluding Primary or Preparatory Departments of Secondary Schools)

Ages	SCHOOL YEAR										Total		
	Standard VI		Standard VII		Cambridge Junior		School Certificate		Scholarship and Commercial Classes				
	1	2	3	4	5								
Below 12 ..	M.	151	F.	57	M.	4	F.	1	M.	1	F.	Male	Female
12 — 13 ..	..	316	..	199	..	51	..	47	..	..	..	156	58
13 — 14 ..	..	874	..	319	..	232	..	169	..	..	..	374	247
14 — 15 ..	..	1,182	..	324	..	587	..	262	..	1	..	1,142	519
15 — 16 ..	..	922	..	270	..	855	..	230	..	23	..	2,000	718
16 — 17 ..	..	535	..	144	..	731	..	164	..	89	..	2,473	772
17 — 18 ..	..	175	..	44	..	436	..	102	..	134	6	2,583	617
18 — 19 ..	..	80	..	25	..	150	..	53	..	98	41	1,975	415
19 — 20 ..	..	40	..	3	..	49	..	15	..	59	65	1,134	235
Above 20 ..	..	11	..	2	..	27	..	6	..	30	21	566	85
Total ..	4,286	1,387	3,122	1,049	2,698	641	2,046	445	740	218	12,898	3,740	

**GENERAL TABLE IV**  
**ABSTRACT STATEMENT OF GROSS EXPENDITURE FROM COLONIAL REVENUES AND LOCAL PUBLIC FUNDS ON EDUCATION FOR THE OFFICIAL YEAR**

**TOTAL DIRECT EXPENDITURE ON EDUCATION**

	POST SECONDARY EDUCATION		SCHOOL EDUCATION GENERAL		SCHOOL EDUCATION VOCATIONAL		Total
	Arts and Science Courses (Raffles College)	Professional Courses (College of Medicine)	Secondary Schools	Primary Schools	Training Schools and Courses	All other Vocational Schools and Courses	
1	2	3	4	5	6	7	8
Colonial Revenue ..	\$ 90,000	\$ 173,563	\$ 497,227	\$ 1,208,926	\$ 57,048	\$ 73,428	\$ 2,100,192
Sterling Money ..	£ 10,500 0 0	£ 20,249 0 4	£ 58,009 16 4	£ 141,041 7 4	£ 6,055 12 0	£ 8,666 12 0	£ 245,022 8 0
Local Public Funds	\$ 212,400*	\$ 149,654†	\$ 574,150	\$ 1,093,526	\$ 17,506	\$ 48,374	\$ 2,095,610
Sterling Money ..	£ 24,780 0 0	£ 17,459 12 8	£ 66,984 3 4	£ 127,578 0 8	£ 2,042 7 4	£ 5,643 12 8	£ 244,487 16 8
Total ..	\$ 302,400	\$ 323,217	\$ 1,071,377	\$ 2,302,452	\$ 74,554	\$ 121,802	\$ 4,195,802
Sterling Money ..	£ 35,280 0 0	£ 37,708 13 0	£ 124,993 19 8	£ 268,619 8 0	£ 8,697 19 4	£ 14,210 4 8	£ 489,510 4 8

\* Includes \$50,000 (£5,833 6s. 8d.) contributed by Federated Malay States Government.  
† " \$94,394 (£11,012 12s. 8d.) " " "



S.S.

## GENERAL TABLE IV—continued

## ABSTRACT STATEMENT OF GROSS EXPENDITURE FROM COLONIAL REVENUES AND LOCAL PUBLIC FUNDS ON EDUCATION FOR THE OFFICIAL YEAR

	TOTAL INDIRECT EXPENDITURE ON EDUCATION						Total Expenditure on Education
	Administration and Inspection 9	Scholarships 10	Buildings Furniture and Apparatus 11	Miscellaneous 12	Total 13		
Colonial Revenue ..	\$ 232,078	\$ ..	\$ ..	\$ 19,007	\$ 251,085	\$	2,351,277
Sterling Money ..	£ 27,075 15 4	£ .. s. d.	£ .. s. d.	£ 2,217 9 8	£ 29,293 5 0	£	274,315 13 0
Local Public Funds	\$ 14,811	\$ 43,351	\$ 01,053	\$ 111,056	\$ 230,871	\$	2,326,481
Sterling Money ..	£ 1,727 19 0	£ 6,057 12 4	£ 7,102 17 0	£ 12,956 10 8	£ 26,934 19 0	£	271,422 15 8
Total ..	\$ 246,889	\$ 43,351	\$ 01,053	\$ 130,063*	\$ 481,956	\$	4,677,738
Sterling Money ..	£ 28,803 14 4	£ 6,057 12 4	£ 7,102 17 0	£ 16,174 0 4	£ 58,228 4 0	£	545,738 8 8

\* Includes Reformatory Expenditure \$20,041 (£3,388 2s. 4d.).

GENERAL TABLE IV—continued

ABSTRACT STATEMENT OF GROSS EXPENDITURE FROM FEDERAL REVENUES AND LOCAL PUBLIC FUNDS ON EDUCATION FOR THE OFFICIAL YEAR

TOTAL DIRECT EXPENDITURE ON EDUCATION									
1	POST SECONDARY EDUCATION		SCHOOL EDUCATION GENERAL		SCHOOL EDUCATION VOCATIONAL		Total		
	Arts and Science Courses (Raffles College)	Professional Courses (College of Medicine)	Secondary Schools	Primary Schools	Training Schools and Courses	All other Vocational Schools and Courses			
	2	3	4	5	6	7	8		
Federal Revenue ..	\$	\$	\$	\$	\$	\$	\$		
	50,000	94,394	820,050	2,151,295	146,062	104,326	3,366,127		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.		
	5,833 6 8	11,012 12 8	95,672 10 0	250,984 8 4	17,040 11 4	12,171 7 4	392,714 16 4		



## GENERAL TABLE IV—continued

## ABSTRACT STATEMENT OF GROSS EXPENDITURE FROM FEDERAL, REVENUES AND LOCAL PUBLIC FUNDS ON EDUCATION FOR THE OFFICIAL YEAR

	TOTAL INDIRECT EXPENDITURE ON EDUCATION					Total Expenditure on Education
	Administration and Inspection 9	Scholarships 10	Buildings Furniture and Apparatus 11	Miscellaneous 12	Total 13	14
Federal Revenue ...	\$ 220,435 £ 25,717 8 4	\$ 95,021 £ 11,085 15 8	\$ 77,904 £ 9,099 6 0	\$ 40,635 £ 4,740 15 0	\$ 434,085 £ 50,643 5 0	\$ 3,800,212* £ 443,368 1 4

\* Excludes capital expenditure.

## SUMMARY OF GENERAL TABLE IV—continued

## ABSTRACT STATEMENT OF GROSS EXPENDITURE FROM GOVERNMENT FUNDS ON EDUCATION FOR THE OFFICIAL YEAR

TOTAL DIRECT EXPENDITURE ON EDUCATION									
Straits Settlements and Federated Malay States	POST SECONDARY EDUCATION		SCHOOL EDUCATION GENERAL		SCHOOL EDUCATION VOCATIONAL			Total	
	Arts and Science Courses (Raffles College) 2	Professional Courses 3	Secondary Schools 4	Primary Schools 5	Training Schools and Courses 6	All other Vocational Schools and Courses 7			
1	\$	\$	\$	\$	\$	\$	\$	8	
Colonial and Federal Revenues	140,000	267,957	1,317,277	3,360,221	203,110	177,754	5,466,319		
Sterling Money .. ..	£ 16,333 6 8	£ 31,261 13 0	£ 153,682 6 4	£ 392,025 16 8	£ 23,606 3 4	£ 20,737 19 4	£ 637,737 4 4		
Local Public Funds	\$ 162,400	\$ 55,260	\$ 574,150	\$ 1,093,526	\$ 17,506	\$ 48,374	\$ 1,951,216		
Sterling Money .. ..	£ 18,946 13 4	£ 6,447 0 0	£ 66,984 3 4	£ 127,578 0 8	£ 2,042 7 4	£ 5,643 12 8	£ 227,641 17 4		
Total ..	\$ 302,400	\$ 323,217	\$ 1,891,427	\$ 4,453,747	\$ 220,616	\$ 226,128	\$ 7,417,535		
Sterling Money .. ..	£ 35,280 0 0	£ 37,708 13 0	£ 220,666 9 8	£ 519,603 16 4	£ 25,738 10 8	£ 26,381 12 0	£ 865,379 1 8		



S.S. and F.M.S.

# SUMMARY OF GENERAL TABLE IV—continued

## ABSTRACT STATEMENT OF GROSS EXPENDITURE FROM GOVERNMENT FUNDS ON EDUCATION FOR THE OFFICIAL YEAR

Straits Settlements and Federated Malay States	TOTAL INDIRECT EXPENDITURE ON EDUCATION						Total Expenditure on Education
	Administration and Inspection 9	Scholarships 10	Buildings Furniture and Apparatus 11	Miscellaneous 12	Total 13	14	
Colonial and Federal Revenues	\$ 452,513	\$ 95,021	\$ 77,994	\$ 59,042	\$ 685,170	\$ 6,151,489	
Sterling Money ..	£ 52,793 3 8	£ 11,085 15 8	£ 9,099 6 0	£ 6,958 4 8	£ 79,936 10 0	£ 717,673 14 4	
Local Public Funds	\$ 14,811	\$ 43,351	\$ 61,653	\$ 111,050	\$ 230,871	\$ 2,182,087	
Sterling Money ..	£ 1,727 19 0	£ 5,057 12 4	£ 7,192 17 0	£ 12,956 10 8	£ 26,934 19 0	£ 254,576 16 4	
Total ..	\$ 467,324	\$ 138,372	\$ 139,647	\$ 170,698	\$ 916,041	\$ 8,333,576	
Sterling Money ..	£ 54,521 2 8	£ 16,143 8 0	£ 16,202 3 0	£ 19,914 15 4	£ 106,871 9 0	£ 972,250 10 8	

## GENERAL TABLE IV

## POST SECONDARY INSTITUTIONS AND PUPILS

INSTITUTIONS UNDER PUBLIC MANAGEMENT												NUMBER OF PUPILS OF ENGLISH LANGUAGE LEARNING					
MAINTAINED FROM COLONIAL REVENUES				AIDED FROM COLONIAL REVENUES OR LOCAL PUBLIC FUNDS													
Class of Institutions	1	3		3		4		5		6		7		8	9	10	11
		Institutions	Number of Pupils	Average daily Attendance for year ending	Number of Institutions	Number of Pupils	Average daily Attendance for year ending	Number of Institutions	Number of Pupils	Average daily Attendance for year ending	Grand Total of Government and Aided Institutions	Grand Total of Pupils Enrolled					
POST SECONDARY EDUCATION																	
(a) Professional Courses:		M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
(i) Teacher Training—																	
Normal Class (English)		..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
* (ii) Agriculture—																	
School of Agriculture, Serdang	1	..	58	56	..	..	..	..	..	..	..	..	..	..	..	..	..
* (iii) Engineering—																	
Technical School, Kuala Lumpur	1	..	154	150	..	..	..	..	..	..	..	..	..	..	..	..	..
(iv) Medical—																	
College of Medicine, Singapore	1	..	148	145	26	..	..	..	..	..	..	..	..	..	..	..	..
(b) Non-Professional Courses:																	
Arts and Science—																	
Raffles College, Singapore	..	..	..	..	..	1	..	..	..	172	39	170	31	1	..	172	39
POST PRIMARY EDUCATION																	
Normal Class (Chinese)	..	..	..	..	..	..	..	..	8	..	531	..	..	..	..	531	..
" (Indian)	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Sultan Idris Training College (Malay)	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	..
Malay Women's Training Centre (Malay)	..	1	381	378	..	..	..	..	..	..	..	..	..	..	..	381	..
	..	..	..	47	..	..	..	..	..	..	..	..	..	..	..	..	48

\* These institutions are in Kuala Lumpur. Federated Malay States.



## GENERAL TABLE VIII

GROSS EXPENDITURE ON INSTITUTIONS MAINTAINED BY GOVERNMENT AND GROSS AND NET COST PER PUPIL.

SCHOOL EDUCATION GENERAL									
1	2			3					
	Secondary Schools and Departments of Schools			Primary Schools and Departments of Schools					
	English			English					
	M.	F.		M.	F.	M.	F.	M.	F.
(a) Personal Emoluments (Staff)	£ 445,734	\$ 64,273		£ 491,046	\$ 205,546	£ 457,004	\$ 42,550		
(b) Other Charges	£ 52,002	£ 7,498		£ 57,288	£ 23,980	£ 53,317	£ 4,964		
	£ 28,688	£ 1,461		£ 60,829	£ 2,345	£ 53,140	£ 6,274		
	£ 3,346	£ 170		£ 8,146	£ 273	£ 6,199	£ 731		
Total of (a) and (b)	£ 474,422	\$ 65,734		£ 560,875	\$ 207,891	£ 510,144	\$ 48,824		
Sterling Money	£ 55,349	£ 7,668		£ 65,435	£ 24,253	£ 59,516	£ 5,696		
Gross Annual Cost per Enrolled Pupil to Colonial Revenues	£ 219	£ 285		£ 111	£ 79	£ 23	£ 16		
Total Receipts—	£ 25	£ 33		£ 12	£ 4	£ 13	£ 17		
(a) From Fees	£ 101,801	£ 8,460		£ 205,166	£ 20,390	£ 138	£ 174		
(b) From Other Sources	£ 11,876	£ 987		£ 23,936	£ 2,378	£ 16	£ 8		
Sterling Money	£ 177	£ 249		£ 81	£ 64	£ 23	£ 16		
Net Annual Cost per Enrolled Pupil	£ 2	£ 1		£ 9	£ 9	£ 13	£ 17		
Sterling Money	£ 13	£ 0		£ 9	£ 4	£ 8	£ 4		

## GROSS EXPENDITURE ON INSTITUTIONS MAINTAINED BY GOVERNMENT AND GROSS AND NET COST PER PUPIL.

## SCHOOL EDUCATION GENERAL

	Secondary Schools and Departments of Schools		Primary Schools and Departments of Schools					
	2		3					
	English	English	English	Malay	F.	M.	Chinese	F.
	M.	M.	M.	M.				
(a) Personal Emoluments (Staff)								
Sterling Money ..	£ 341,822	£ 495,873	£ 820,280	£ 143,700	£ 7,280	£ 840	£ 581	£ 4,080
(b) Other Charges ..	£ 30,870	£ 57,851	£ 96,740	£ 10,766	£ 1,000	£ 6	£ 478	£ 0
Sterling Money ..	£ 41,338	£ 53,090	£ 86,757	£ 28,061	£ 1,000	£ 15	£ 4	£ 0
Sterling Money ..	£ 4,822	£ 6,208	£ 10,121	£ 3,273	£ 15	£ 55	£ 15	£ 4
Total of (a) and (b) ..	£ 383,160	£ 540,863	£ 916,037	£ 171,770	£ 7,758	£ 905	£ 758	£ 4,080
Sterling Money ..	£ 44,702	£ 64,150	£ 106,870	£ 20,099	£ 16	£ 8	£ 2	£ 0
Gross Annual Cost per Enrolled Pupil to Federal Revenue ..	£ 28	£ 11	£ 21	£ 2	£ 19	£ 4	£ 40	£ 83
Sterling Money ..	£ 243	£ 102	£ 21	£ 2	£ 19	£ 4	£ 40	£ 83
Total Recruits:—								
(a) From Fees ..	£ 61,515	£ 110,327	£ 158,033	£ 2,006	£ 15	£ 15	£ 15	£ 15
Sterling Money ..	£ 7,526	£ 12,871	£ 15,803	£ 234	£ 0	£ 8	£ 8	£ 8
(b) From Other Sources ..	£ 19	£ 85	£ 10	£ 234	£ 0	£ 8	£ 8	£ 8
Sterling Money ..	£ 202	£ 80	£ 20	£ 18	£ 10	£ 3	£ 3	£ 3
Net Annual Cost per Enrolled Pupil	£ 23	£ 9	£ 2	£ 2	£ 2	£ 2	£ 2	£ 2
Sterling Money ..	£ 11	£ 6	£ 6	£ 2	£ 2	£ 2	£ 2	£ 2



## GENERAL TABLE VIII—continued

## GROSS EXPENDITURE ON INSTITUTIONS MAINTAINED BY GOVERNMENT AND GROSS AND NET COST PER PUPIL.

	SCHOOL EDUCATION VOCATIONAL						Total
	Primary Schools and Departments of Schools		Teacher Training Institutions and Courses		Other Vocational Schools and Courses		
	Indian						
	M.	F.	M.	F.	M.	F.	
							0
(a) Personal Emoluments (Staff)							\$
Sterling Money ..	22,460	3,152	48,955	..	70,620	1,825,200	151,841
(b) Other Charges ..	2,620	367	5,711	..	9,200	212,051	17,714
Sterling Money ..	25,244	388	54,666	..	79,820	1,997,251	169,555
Total of (a) and (b)	27,864	6,692	60,381	..	89,640	2,214,452	187,110
Sterling Money ..	27,864	6,692	60,381	..	89,640	2,214,452	187,110
Gross Annual Cost per Enrolled Pupil to Federal Revenues ..	15.50	10.00	323	303	389	101	113.60
Sterling Money ..	1	2	37	35	45	18	13
Total Receipts.—							
(a) From Fees ..	15.50	10.00	323	303	389	101	113.60
Sterling Money ..	1	2	37	35	45	18	13
(b) From Other Sources ..	..	..	80,036	..	4,050	250,534	..
Sterling Money ..	..	..	9,407	..	473	30,278	..
Sterling Money ..	..	..	..	..	3,873	37,067	2,008
Net Annual Cost per Enrolled Pupil	15.50	10.00	112	112	303	102	113.50
Sterling Money ..	1	2	13	13	35	11	13

This table does not include expenditure on the Malay College, Kuala Kangsar, which amounts to £9,212 2s. 4d. The enrolment was 141.

S.S. and F.M.S.

# SUMMARY OF GENERAL TABLE VIII

GROSS EXPENDITURE ON INSTITUTIONS MAINTAINED BY S.S. AND F.M.S. GOVERNMENTS AND GROSS AND NET COST PER PUPIL

		SCHOOL EDUCATION GENERAL									
		Secondary Schools and Departments of Schools				Primary Schools and Departments of Schools					
		English		English		Malay		Chinese		Indian	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
(a) Personal (Staff)	Emoluments	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
		£	£	£	£	£	£	£	£	£	£
(b) Sterling Money	Other Charges	787,550	04,273	986,019	205,540	1,280,284	186,259	7,280	4,980	22,460	3,152
		£	£	£	£	£	£	£	£	£	£
(b) Sterling Money	Sterling Money	91,881	7,408	116,140	23,080	150,060	21,730	849	581	2,620	367
		£	£	£	£	£	£	£	£	£	£
(b) Sterling Money	Sterling Money	70,026	1,461	123,819	2,345	139,807	34,335	478	25,244	5,588	588
		£	£	£	£	£	£	£	£	£	£
(b) Sterling Money	Sterling Money	8,169	170	14,445	273	10,321	4,005	55	2,945	45	54
		£	£	£	£	£	£	£	£	£	£
(b) Sterling Money	Sterling Money	857,582	65,734	1,110,738	207,891	1,424,181	220,594	7,758	4,980	47,714	3,540
		£	£	£	£	£	£	£	£	£	£
(b) Sterling Money	Sterling Money	100,051	7,068	129,580	24,253	166,387	25,735	905	581	5,565	413
		£	£	£	£	£	£	£	£	£	£
(b) Sterling Money	Sterling Money	231	285	106	79	22	17	40	15	15	19
		£	£	£	£	£	£	£	£	£	£
(b) Sterling Money	Sterling Money	20	33	12	0	2	2	4	1	2	5
		£	£	£	£	£	£	£	£	£	£
(b) Sterling Money	Sterling Money	106,482	8,460	316,228	20,300	5,803	2,006	11	11	11	11
		£	£	£	£	£	£	£	£	£	£
(b) Sterling Money	Sterling Money	19,422	987	30,893	2,378	687	234	10	8	10	10
		£	£	£	£	£	£	£	£	£	£
(b) Sterling Money	Sterling Money	189	249	80	61	21	17	40	15	15	19
		£	£	£	£	£	£	£	£	£	£
(b) Sterling Money	Sterling Money	22	29	9	7	2	1	4	1	2	5
		£	£	£	£	£	£	£	£	£	£



S.S. and F.M.S.

SUMMARY OF GENERAL TABLE VIII—continued

GROSS EXPENDITURE ON INSTITUTIONS MAINTAINED BY S.S. AND F.M.S. GOVERNMENTS AND GROSS AND NET COST PER PUPIL.

Straits Settlements and Federated Malay States	SCHOOL EDUCATION VOCATIONAL						Total
	Teacher Training Institutions and Courses		Other Vocational Schools and Courses		Male	Female	
	4		5				
	Male	Female	Male	Female			
(a) Personal Emoluments .. ..	\$	\$	\$	\$	\$	\$	
(b) Sterling Money .. ..	£	£	£	£	£	£	
Other Charges .. ..	5,711 8 4	12,382 ..	153,056 ..	..	3,202,510 ..	476,502 ..	
Sterling Money .. ..	£ 119,250 ..	£ 1,444 11 4	£ 17,856 10 8	£ ..	£ 384,128 3 4	£ 55,602 8 0	
Total of (a) and (b) .. ..	£ 13,913 11 0	£ 1,800 0 8	£ 11,705 0 0	£ ..	£ 67,648 0 4	£ 54,035 ..	
Sterling Money .. ..	£ 168,214 ..	£ 27,888 ..	£ 254,156 ..	£ ..	£ 3,872,333 ..	£ 530,627 ..	
Gross Annual Cost per Enrolled pupil to S.S. and F.M.S. .. ..	£ 10,624 10 4	£ 3,253 12 0	£ 20,051 10 8	£ ..	£ 451,772 3 8	£ 61,006 9 8	
Sterling Money .. ..	£ 41 ..	£ 380 ..	£ 241 ..	£ ..	£ 104,50 ..	£ 101,30 ..	
Total Receipts .. ..	£ 80,636 ..	£ 44 ..	£ 28 ..	£ ..	£ 19 028,474 ..	£ 18 16 4	
Sterling Money .. ..	£ 9,407 10 8	£ ..	£ 6,910 15 0	£ ..	£ 73,321 10 4	£ 3,589 17 4	
Net Annual Cost per Enrolled pupil to S.S. and F.M.S. .. ..	£ 253 10 4	£ 380 6 8	£ 158 8 8	£ ..	£ 120 14 0	£ 164,70 0 11	
Sterling Money .. ..	£ 29 ..	£ 44 ..	£ 18 ..	£ ..	£ 14 ..	£ 18 ..	

**IONS MAINTAINED BY PRIVATE AGENCIES AND AIDED FROM COLONIAL REVENUE OR LOCAL, PUBLIC FUNDS**

**SCHOOL EDUCATION GENERAL**

## Secondary Schools and Departments of Schools

## Primary Schools and Departments of Schools

[illegible]

\* Includes Building Grant (Capital) of \$15,000 (£1,750 0s. 0d.).



**GENERAL TABLE LA—continued**  
**GROSS EXPENDITURE ON INSTITUTIONS MAINTAINED BY PRIVATE AGENCIES AND AIDED FROM COLONIAL REVENUE OR LOCAL PUBLIC FUNDS**

	SCHOOL EDUCATION GENERAL						SCHOOL EDUCATION VOCATIONAL					
	Primary Schools and Departments of Schools						Other Vocational Schools and Courses					
	Chinese			Indian			M. & F.			Male		
	Male	Female		Male	Female		\$	s.	d.	\$	s.	d.
(a) Personal Emoluments (Staff)	\$ 331,997	\$ 122,383	\$ 3,412	\$ 9,692	\$ 3,412	\$ 1,021	\$ 506	\$ 253	\$ 1,570	\$ 123	\$ 576	\$ 195
Sterling Money	£ 38,627	£ 14,278	£ 398	£ 1,130	£ 398	£ 189	£ 50	£ 20	£ 175	£ 7	£ 67,221	£ 11
(b) Other Charges	£ 128,646	£ 34,332	£ 783	£ 15,939	£ 783	£ 1	£ 84	£ 1,542	£ 341	£ 668	£ 65,869	£ 195
Sterling Money	£ 15,008	£ 4,005	£ 1,859	£ 1,859	£ 1,859	£ 0	£ 9	£ 170	£ 30	£ 12	£ 7,684	£ 14
Total of (a) and (b)	£ 459,743	£ 150,715	£ 4,195	£ 25,631	£ 4,195	£ 1,622	£ 599	£ 1,705	£ 1,947	£ 691	£ 642	£ 654
Sterling Money	£ 53,636	£ 18,283	£ 489	£ 2,990	£ 489	£ 189	£ 68	£ 209	£ 215	£ 19	£ 74,906	£ 6
Gross Annual Cost per Enrolled Pupil	£ 33.66	£ 28.64	£ 11.44	£ 38.09	£ 11.44	£ 108	£ 34	£ 70	£ 68	£ 8	£ 56	£ 8
Sterling Money	£ 3	£ 3	£ 1	£ 4	£ 1	£ 12	£ 3	£ 8	£ 7	£ 18	£ 6	£ 10
Total Receipts from—	£ 84,187	£ 36,419	£ 1,927	£ 3,934	£ 1,927	£ ..	£ ..	£ ..	£ 938	£ 595	£ 303	£ 362
(a) Grants in Aid from Colonial Revenue and Local Public Funds	£ 9,821	£ 4,248	£ 224	£ 458	£ 224	£ ..	£ ..	£ ..	£ 109	£ 16	£ 35	£ 302
Sterling Money	£ 114,101	£ 94,000	£ 341	£ 981	£ 341	£ ..	£ ..	£ ..	£ 602	£ 995	£ 308	£ 109
(b) Fees	£ 29,511	£ 11,043	£ 30	£ 114	£ 30	£ ..	£ ..	£ ..	£ 80	£ 8	£ 35	£ 11
(c) Other External Sources	£ 13,322	£ 2,524	£ ..	£ ..	£ ..	£ ..	£ ..	£ ..	£ 248	£ 548	£ 22	£ 52
Sterling Money	£ 8,200	£ 5,400	£ 3,020	£ 2,170	£ 3,020	£ ..	£ ..	£ ..	£ 10	£ 3	£ 1	£ 8
Net Annual Cost per Enrolled Pupil to—	£ 0	£ 0	£ 0	£ 1	£ 0	£ 108	£ 34	£ 9	£ 3	£ 10	£ 2	£ 8
(i) Managing Body	£ 0	£ 0	£ 0	£ 1	£ 0	£ 108	£ 34	£ 9	£ 3	£ 10	£ 2	£ 8
Sterling Money	£ 0	£ 0	£ 0	£ 1	£ 0	£ 108	£ 34	£ 9	£ 3	£ 10	£ 2	£ 8
(ii) Colonial Revenue	£ 0	£ 0	£ 0	£ 1	£ 0	£ 108	£ 34	£ 9	£ 3	£ 10	£ 2	£ 8
Sterling Money	£ 0	£ 0	£ 0	£ 1	£ 0	£ 108	£ 34	£ 9	£ 3	£ 10	£ 2	£ 8

## GENERAL TABLE IX—continued

## GROSS EXPENDITURE ON INSTITUTIONS MAINTAINED BY PRIVATE AGENCIES AND AIDED FROM FEDERAL REVENUE OR LOCAL PUBLIC FUNDS

## SCHOOL EDUCATION GENERAL

	Secondary Schools and Departments of Schools 1				Primary Schools and Departments of Schools 2			
	English		Chinese M. & F.		English		Chinese M. & F.	
	M.	F.	M. & F.		M.	F.	M. & F.	
(a) Personal Emoluments (Staff)	£ 248,360 s. 6 d. 8	\$ 97,753 £ 11,404 s. 10 d. 4	£ .. s. .. d. ..	£ .. s. .. d. ..	\$ 309,067 £ 36,057 s. 16 d. 4	\$ 189,938 £ 22,165 s. 5 d. 4	£ .. s. .. d. ..	£ .. s. .. d. ..
(b) Other Charges	£ 13,831 s. 12 d. 4	£ 9,529 s. 14 d. 4	£ 13,138 s. 15 d. 4	£ 1,532 s. 15 d. 4	£ 65,784 s. 16 d. 0	£ 30,228 s. 12 d. 0	£ 178,586 s. 0 d. 8	£ 20,835 s. 0 d. 8
Total of (a) and (b)	£ 262,191 s. 19 d. 0	£ 107,282 s. 4 d. 8	£ 13,138 s. 15 d. 4	£ 1,532 s. 15 d. 4	£ 374,851 s. 12 d. 4	£ 220,216 s. 17 d. 4	£ 178,586 s. 0 d. 8	£ 20,835 s. 0 d. 8
Gross Annual Cost per Enrolled Pupil	£ 110 s. 16 d. 8	£ 68 s. 18 d. 8	£ .. s. .. d. ..	£ .. s. .. d. ..	£ 106 s. 7 d. 4	£ 56 s. 10 d. 8	£ .. s. .. d. ..	£ .. s. .. d. ..
Total Receipts from:—	£ 160,810 s. 3 d. 4	£ 55,988 s. 18 d. 8	£ 13,138 s. 15 d. 4	£ 1,532 s. 15 d. 4	£ 213,701 s. 15 d. 8	£ 91,152 s. 8 d. 0	£ 178,586 s. 0 d. 8	£ 20,835 s. 0 d. 8
(a) Grants in Aid from Federal Revenue	£ 90,540 s. 0 d. 0	£ 47,772 s. 8 d. 0	£ .. s. .. d. ..	£ .. s. .. d. ..	£ 105,911 s. 5 d. 8	£ 106,099 s. 4 d. 4	£ .. s. .. d. ..	£ .. s. .. d. ..
(b) Fees	£ 1,683 s. 7 d. 0	£ 3,155 s. 1 d. 8	£ .. s. .. d. ..	£ .. s. .. d. ..	£ 23,587 s. 16 d. 4	£ 8,320 s. 13 d. 4	£ .. s. .. d. ..	£ .. s. .. d. ..
(c) Other External Sources	£ 533 s. 12 d. 9	£ 3,00 s. 7 d. 3	£ .. s. .. d. ..	£ .. s. .. d. ..	£ 960 s. 2 d. 6	£ 884 s. 0 d. 8	£ .. s. .. d. ..	£ .. s. .. d. ..
Net Annual Cost per Enrolled Pupil to:—	£ 8 s. 1 d. 0	£ 4 s. 11 d. 0	£ 1 s. 9 d. 3	£ 1 s. 9 d. 3	£ 6 s. 17 d. 8	£ 3 s. 3 d. 0	£ .. s. .. d. ..	£ .. s. .. d. ..
(i) Managing Body	£ 0 s. 12 d. 9	£ 0 s. 7 d. 3	£ .. s. .. d. ..	£ .. s. .. d. ..	£ 1 s. 2 d. 6	£ 1 s. 0 d. 8	£ .. s. .. d. ..	£ .. s. .. d. ..
(ii) Federal Revenue	£ 8 s. 1 d. 0	£ 4 s. 11 d. 0	£ 1 s. 9 d. 3	£ 1 s. 9 d. 3	£ 6 s. 17 d. 8	£ 3 s. 3 d. 0	£ .. s. .. d. ..	£ .. s. .. d. ..
(iii) Sterling Money	£ 0 s. 12 d. 9	£ 0 s. 7 d. 3	£ .. s. .. d. ..	£ .. s. .. d. ..	£ 1 s. 2 d. 6	£ 1 s. 0 d. 8	£ .. s. .. d. ..	£ .. s. .. d. ..
(iv) Federal Revenue	£ 8 s. 1 d. 0	£ 4 s. 11 d. 0	£ 1 s. 9 d. 3	£ 1 s. 9 d. 3	£ 6 s. 17 d. 8	£ 3 s. 3 d. 0	£ .. s. .. d. ..	£ .. s. .. d. ..
(v) Sterling Money	£ 0 s. 12 d. 9	£ 0 s. 7 d. 3	£ .. s. .. d. ..	£ .. s. .. d. ..	£ 1 s. 2 d. 6	£ 1 s. 0 d. 8	£ .. s. .. d. ..	£ .. s. .. d. ..

\* Represent only Government Grants. Details of expenditure from private sources are not available.

† In addition buildings grants to the extent of \$23,922 (£2,700 18s. 6d.) for boys' schools and \$7,267 (£840 13s. 0d.) for girls' schools were given.



GENERAL TABLE IX—continued  
GROSS EXPENDITURE ON INSTITUTIONS MAINTAINED BY PRIVATE AGENCIES AND AIDED FROM FEDERAL REVENUE OR LOCAL PUBLIC FUNDS

R.M.S.

	School Education General		Teacher Training Institutions and Courses		Total	
	Primary Schools and Departments of Schools		3			
	Indian		F.			
	M.	F.	M.	F.	Male	Female
(a) Personal Emoluments (Staff)	\$ 70,367 £ 8,200 9 8	\$ 31,520 £ 3,677 6 8	\$ .. £ ..	\$ .. £ ..	\$ 627,704 £ 73,242 12 8	\$ 319,261 £ 37,247 2 4
Sterling Money	..	..	..	..	..	..
(b) Other Charges	\$ 15,079 £ 1,759 4 4	\$ 5,870 £ 684 16 8	\$ 2,044 £ 238 9 4	\$ 5,775 £ 673 15 0	\$ 288,462 £ 33,653 18 0	\$ 51,402 £ 5,906 18 0
Sterling Money	..	..	..	..	..	..
Total of (a) and (b)	\$ 85,440 £ 9,968 14 0	\$ 37,390 £ 4,362 3 4	\$ 2,044 £ 238 9 4	\$ 5,775 £ 673 15 0	\$ 916,256 £ 106,896 10 8	\$ 370,663 £ 43,244 0 4
Gross Annual Cost per Enrolled Pupil	..	..	..	..	..	..
Sterling Money	\$ 9.50 £ 1 2 2	\$ 9.23 £ 1 1 6	\$ 40.88 £ 4 15 5	\$ 37.51 £ 4 7 6	\$ 66.50 £ 7 15 5	\$ 42.68 £ 4 19 7
Total Receipts from—	..	..	..	..	..	..
(a) Grants in Aid from Federal Revenue	\$ 59,999 £ 6,999 17 8	\$ 27,326 £ 3,188 0 8	..	..	\$ 626,234 £ 73,060 12 8	\$ 174,463 £ 20,354 7 4
Sterling Money	..	..	..	..	..	..
(b) Fees	..	..	..	..	..	..
Sterling Money	\$ 4,836 £ 564 4 0	\$ 3,088 £ 405 5 4	..	..	\$ 201,287 £ 23,483 9 8	\$ 167,859 £ 18,416 17 8
(c) Other External Sources	..	..	..	..	..	..
Sterling Money	\$ 11,827 £ 1,379 16 4	\$ 6,406 £ 747 7 4	..	..	\$ 37,097 £ 4,327 10 8	\$ 17,881 £ 2,086 2 4
Net Annual Cost per Enrolled Pupil to—	..	..	..	..	..	..
(i) Managing Body	\$ 1.62 £ 0 3 9	\$ 1.37 £ 0 3 2	..	..	\$ 8.20 £ 0 19 4	\$ 6.65 £ 0 15 4
Sterling Money	..	..	..	..	..	..
(ii) Federal Revenue	\$ 3.00 £ 0 11 8	\$ 4.73 £ 0 11 0	\$ 40.88 £ 4 15 5	\$ 37.51 £ 4 7 6	\$ 30.32 £ 3 10 9	\$ 23.57 £ 2 15 0
Sterling Money	..	..	..	..	..	..

## SUMMARY OF GENERAL TABLE IX

## GROSS EXPENDITURE ON INSTITUTIONS MAINTAINED BY PRIVATE AGENCIES AND AIDED FROM GOVERNMENT FUNDS

SCHOOL EDUCATION GENERAL												
Post Secondary Education Arts and Science Courses (Raffles College)			Secondary Schools and Departments of Schools						Primary Schools and Departments of Schools			
1			2			3						
Male			English		Chinese		English		Male		Malay	
			Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
			\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
a) Personal Emoluments (Staff)	£ 150,099	732,535	273,340	68,225	9,000	759,182	455,538	1,593				
b) Other Charges	£ 18,561 11 0	85,402 8 4	31,889 13 4	7,959 11 8	1,050 0 0	88,571 4 8	53,146 2 0	185 17 0				
Sterling Money	£ 143,301	20,472	17,422	36,885	8,941	78,911	42,608	1,082				
Sterling Money	£ 16,718 9 0	3,438 8 0	2,032 11 4	4,303 5 0	1,043 2 4	0,206 5 8	4,970 14 0	126 4 8				
Total of (a) and (b)	£ 302,400	762,007	290,762	105,110 †	17,941 †	838,093	498,144	2,675				
Sterling Money	£ 35,280 0 0	88,900 16 4	33,922 4 8	12,262 16 8	2,093 2 4	97,777 10 4	58,116 10 0	312 1 8				
Gross Annual Cost per Enrolled Pupil to S.S. and F.M.S.	£ 1 433	131	72	20	94	96	55	35				
Sterling Money	£ 167 3 8	16 6 8	8 0	6 8	10 19 4	4 0	8 4	1 8				
Total Receipts—	£ 194,773 *	236,930	131,003	86,980	8,175	276,457	240,581	1				
Sterling Money	£ 22 723 10 4	27,941 16 8	15,283 13 8	10,147 13 4	953 15 0	32,253 6 4	23,007 16 8	1				
Sterling Money	£ 663	39	39	12	15	58	30	8				
Net Annual Cost per Enrolled Pupil to S.S. and F.M.S.	£ 77 7 0	10 7 8	4 11 0	1 8 0	1 15 0	0 15 4	3 10 0	0 18 8				
Sterling Money	£ 77 7 0	10 7 8	4 11 0	1 8 0	1 15 0	0 15 4	3 10 0	0 18 8				

\* Fees amounted to \$83,530 (£9,745 3s. 4d.).

† Federated Malay States expenditures from private sources are not available.



## SUMMARY OF GENERAL TABLE IX—continued

## GROSS EXPENDITURE ON INSTITUTIONS MAINTAINED BY PRIVATE AGENCIES AND AIDED FROM GOVERNMENT FUNDS

	SCHOOL EDUCATION GENERAL				SCHOOL EDUCATION VOCATIONAL.					
	Primary Schools and Departments of Schools				Teacher Training Institutions and Courses		Other Vocational Schools and Courses		Total	
	Chinese		Indian		4		5		6	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
(a) Personal Emoluments (Staff) ..	£ 331,097	£ 122,383	£ 80,050	£ 34,932	£ 1,021	£ ..	£ 506	£ 253	£ 2,133,917	£ 805,446
(b) Other Charges ..	£ 38,027 10 8	£ 14,278 0 4	£ 9,340 4 4	£ 4,075 8 0	£ 189 2 4	£ ..	£ 59 0 8	£ 29 10 4	£ 248,956 19 8	£ 104,468 14 0
Sterling Money ..	£ 307,232	£ 34,332	£ 31,018	£ 6,053	£ 2,045	£ 5,775	£ 84	£ 1,542	£ 630,030	£ 117,271
Sterling Money ..	£ 35,843 14 8	£ 4,005 8 0	£ 3,618 15 4	£ 776 3 8	£ 238 11 8	£ 673 15 0	£ 9 16 0	£ 179 18 0	£ 73,503 10 0	£ 13,081 12 4
Total of (a) and (b) ...	£ 638,320 †	£ 156,715 †	£ 111,077	£ 41,585	£ 3,686	£ 5,775	£ 500	£ 1,705	£ 2,763,047	£ 1,012,717
Sterling Money ..	£ 74,471 14 4	£ 18,283 8 4	£ 12,958 19 8	£ 4,851 11 8	£ 427 14 0	£ 673 15 0	£ 68 16 8	£ 200 8 4	£ 322,400 9 8	£ 118,150 0 4
Gross Annual Cost per Enrolled Pupil to S.S. and F.M.S. ..	£ 3 19 4	£ 3 7 8	£ 2 16 0	£ 1 10 7 3 5	£ 8 12 8	£ 4 8 8	£ 3 19 4	£ 8 3 4	£ 7 16 4	£ 5 14 4
Sterling Money ..	£ 367,143	£ 116,297	£ 17,644	£ 10,735	£ ..	£ ..	£ ..	£ ..	£ 1,179,927	£ 509,791
Total Receipts—	£ 42,833 7 0	£ 13,567 10 8	£ 2,058 0 4	£ 1,257 5 4	£ ..	£ ..	£ ..	£ ..	£ 137,668 3 0	£ 59,125 12 4
Sterling Money ..	£ ..	£ 7	£ ..	£ ..	£ 38	£ 38	£ 34	£ 70	£ 30	£ 22
Net Annual Cost per Enrolled Pupil to S.S. and F.M.S. ..	£ 0 14 0	£ 0 16 4	£ 1 1 0	£ 0 11 8	£ 8 12 8	£ 4 8 8	£ 3 19 4	£ 9 3 4	£ 4 11 0	£ 2 11 4
Sterling Money ..	£ ..	£ ..	£ ..	£ ..	£ ..	£ ..	£ ..	£ ..	£ ..	£ ..

\* Fees amounted to £83,530 (£9,745 3s. 4d.).

† Federated Malay States expenditures from private sources are not available

# GENERAL TABLE X

## FEES, RULES GOVERNING EXEMPTIONS AND SCHOLARSHIPS STRAITS SETTLEMENTS AND FEDERATED MALAY STATES

*English Schools.*—The fees payable in Government schools and the fees at which the aided schools are required to account for the purposes of grant-in-aid are as follows:—

A  
For pupils enrolled prior to 1st January, 1934:—

	Boys	Girls
	\$ c.	\$ c.
I. Monthly fee for pupils up to and including Standard IV ...	2 50	2 00
II. Monthly fee for pupils in Standard V and VI ...	2 50	2 50
III. Monthly fee for pupils above Standard VI ...	4 00	3 00

B  
For pupils enrolled on or after 1st January, 1934:—

	Boys and Girls
I. Monthly fee for pupils up to and including Standard VI ...	\$2.50
II. Monthly fee for pupils above Standard VI ...	\$6.00 or \$9.00

A proportion of pupils amounting to not less than 50% of the approved number of places may be admitted at \$6.00, such pupils shall be selected in order of merit. The fee for the remainder is \$9.00.

*Private English Schools.*—Fees varying from \$24 to \$60 a year are charged.

*Government Malay Schools.*—The education supplied is entirely free. School buildings, quarters for staff, staff, equipment and books are all provided gratis by Government.

*Private Chinese Schools.*—Fees ranging from \$6 to \$24 a year are commonly charged, but parents who are poor are exempted from payment.

*Private Tamil Schools.*—The fees charged vary from \$12 to \$24 a year.

*Government Afternoon Classes, Singapore.*—These classes are designed to accommodate the many surplus pupils who are not qualified to enter the Government and Aided morning English Schools. They give a sound elementary English education to boys in classes from Primary to Junior Cambridge on the same lines as that given in the ordinary schools. Fees charged are as follows:—

	\$ c.
I. Monthly fee for pupils up to and including Standard IV ...	3 00
II. Monthly fee for pupils above Standard IV ...	4 00



STATEMENT SHOWING PERCENTAGE OF SCHOLARSHIP HOLDERS AND  
PERCENTAGE OF PUPILS IN ENGLISH SCHOOLS EXEMPTED FROM  
PAYMENT OF FEES TO THE TOTAL NUMBER OF PUPILS IN FEE  
CHARGING SCHOOLS IN STRAITS SETTLEMENTS AND  
FEDERATED MALAY STATES

Straits Settlements and Federated Malay States	PERCENTAGE OF SCHOLARSHIP HOLDERS		PERCENTAGE OF PUPILS EXEMPTED FROM PAYMENT OF FEES			
			Wholly		Partially	
	Govt. Schools	Aided Schools	Govt.	Aided	Govt.	Aided
Singapore .. ..	1.27	.35	9.34	5.41	.48	1.92
Penang .. ..	9.50	7.00	8.00	2.00	..	5.00
Malacca .. ..	8.20	.30	15.81	6.19	.33	.45
Perak .. ..	6.67	.25	19.38	9.48	..	..
Selangor .. ..	5.00	.49	15.95	8.05	..	..
Negri Sembilan ..	.07	.001	.30	.03	..	..
Pahang .. ..	6.20	..	17.70	..	..	..

# GENERAL TABLE XI

## TEACHERS BY NATIONALITY AND RACE

1	Institutions under Public Management	Aided and Unaided but Inspected Institutions	Total
	2	3	4
<b>I. British Subjects</b>			
(a) European .. ..	74	137	211
(b) Non-European:—			
Eurasians .. ..	109	192	301
Malays .. ..	987	24	1,011
Chinese .. ..	171	1,063	1,234
Indians .. ..	84	271	355
Others .. ..	10	17	27
<b>Total ..</b>	<b>* 1,435</b>	<b>† 1,704</b>	<b>3,139</b>
<b>II. Non-British Subjects</b>			
(a) American .. ..	..	19	19
(b) French .. ..	..	19	19
(c) Dutch .. ..	1	4	5
(d) Italian .. ..	..	8	8
(e) German .. ..	..	12	12
(f) Chinese .. ..	..	1,383	1,383
(g) Other Aliens .. ..	2	36	38
<b>Total ..</b>	<b>3</b>	<b>1,481</b>	<b>1,484</b>
<b>Total of I and II ..</b>	<b>1,438</b>	<b>3,185</b>	<b>4,623</b>

\* Includes teachers in College of Medicine.  
† Includes teachers in Raffles College.



## GENERAL TABLE XI—continued

## TEACHERS BY NATIONALITY AND RACE

	Institutions under Public Management	Aided and Unaided but Inspected Institutions	Total
1	2	3	4
<i>I. British Subjects</i>			
(a) European .. ..	27	79	106
(b) Non-European:—			
Eurasians .. ..	22	107	129
Malays .. ..	881	4	885
Chinese .. ..	73	932	1,005
Indians .. ..	144	538	682
Others .. ..	1	5	6
Total ..	1,148	1,665	2,813
<i>II. Non-British Subjects</i>			
(a) American .. ..	..	21	21
(b) French .. ..	..	12	12
(c) Dutch .. ..	..	..	..
(d) Italian .. ..	..	..	..
(e) German .. ..	..	4	4
(f) Chinese .. ..	9	1,176	1,185
(g) Other Aliens .. ..	..	10	10
Total ..	9	1,223	1,232
Total of I and II ..	1,157	2,888	4,045

S.S. and F.M.S.

## SUMMARY OF GENERAL TABLE XI—continued

## TEACHERS BY NATIONALITY AND RACE

	Institutions under Public Management	Aided and Unaided but Inspected Institutions	Total
1	2	3	4
<i>I. British Subjects</i>			
(a) European ..	101	216	317
(b) Non-European :			
Eurasians ..	131	299	430
Malays ..	1,868	28	1,896
Chinese ..	244	1,995	2,239
Indians ..	228	809	1,037
Others ..	11	22	33
Total ..	2,583	3,369	5,952
<i>II. Non-British Subjects</i>			
(a) American ..	..	40	40
(b) French ..	..	31	31
(c) Dutch ..	1	4	5
(d) Italian ..	..	8	8
(e) German ..	..	16	16
(f) Chinese ..	9	2,559	2,568
(g) Other Aliens ..	2	46	48
Total ..	12	2,704	2,716
Total of I and II ..	2,595	6,073	8,668



## TABLE OF ENGLISH SCHOOLS AND PUPILS UNDER GOVERNMENT SUPERVISION

Class of Schools			No. of Schools		Average Enrolment		Average Attendance		Percentage of Attendance	
			1937	1938	1937	1938	1937	1938	1937	1938
<i>Government Boys'</i>										
Singapore	..	..	12	13	4,890	5,534	4,729	5,354	97.0	97.0
Penang	..	..	6	6	2,623	2,670	2,528	2,583	96.3	96.7
Malacca	..	..	3	3	854	885	827	856	97.0	96.7
Labuan	..	..	1	1	84	106	79	105	94.0	99.0
Total	..	..	22	23	8,451	9,195	8,163	8,898	96.6	96.8
<i>Government Girls'</i>										
Singapore	..	..	1	1	566	565	546	549	96.5	97.0
Penang	..	..	1	1	458	462	441	444	96.2	96.1
Total	..	..	2	2	1,024	1,027	987	993	96.4	96.7
<i>Aided Boys'</i>										
Singapore	..	..	9	9	5,141	4,825	4,870	4,647	95.0	96.0
Penang	..	..	8	8	3,029	3,131	2,881	3,002	95.1	95.8
Malacca	..	..	2	2	864	887	835	864	97.0	97.4
Total	..	..	19	19	9,034	8,843	8,586	8,513	95.0	96.3
<i>Aided Girls'</i>										
Singapore	..	..	6	6	3,554	3,668	3,417	3,497	96.0	95.0
Penang	..	..	5	5	2,274	2,319	2,161	2,220	95.3	95.7
Malacca	..	..	3	3	1,069	1,099	1,036	1,051	99.0	95.6
Total	..	..	14	14	6,897	7,086	6,614	6,768	95.9	95.5
Grand Total S.S.	..	..	57	58	25,406	26,151	24,350	25,172	95.8	96.3
<i>Government Boys</i>										
Perak	..	..	7	7	2,535	2,565	2,467	2,507	97.3	97.7
Selangor	..	..	5	5	2,279	2,371	2,201	2,297	96.6	96.4
Negri Sembilan	..	..	4	4	939	1,056	908	1,016	95.6	96.2
Pahang	..	..	5	5	772	878	741	844	95.9	94.5
Total	..	..	21	21	6,525	6,870	6,317	6,664	96.8	97.0
<i>Aided Boys</i>										
Perak	..	..	7	7	2,890	3,016	2,771	2,901	95.9	96.2
Selangor	..	..	3	4	2,165	2,236	2,058	2,156	95.0	95.5
Negri Sembilan	..	..	2	2	701	741	669	707	95.2	95.4
Pahang*	..	..	..	..	..	..	..	..	..	..
Total	..	..	12	13	5,756	5,993	5,498	5,764	95.5	95.9
<i>Aided Girls</i>										
Perak	..	..	5	5	1,818	1,948	1,733	1,871	95.3	96.0
Selangor	..	..	7	7	2,835	3,102	2,672	2,940	94.2	94.7
Negri Sembilan	..	..	1	1	365	390	346	372	95.0	95.4
Pahang*	..	..	..	..	..	..	..	..	..	..
Total	..	..	13	13	5,018	5,440	4,751	5,183	94.6	95.3
Grand Total F.M.S.	..	..	46	47	17,299	18,303	16,566	17,611	95.7	96.2
Grand Total S.S. and F.M.S.	..	..	103	105	42,705	44,454	40,916	42,783	95.8	96.2

\* No aided English schools in Pahang.